

BRIDGEWATER  
STATE NORMAL SCHOOL  
MASSACHUSETTS

Established 1840



1924







WOODWARD HALL.

TILLINGHAST

NORMAL HALL

ADMINISTRATION BUILDING.

SCHOOL

## THE FACULTY AND OTHER OFFICERS.

ARTHUR C. BOYDEN, A.M., *Principal*, History and principles of education.  
WILLIAM D. JACKSON, Mathematics and science.  
HARLAN P. SHAW, Geography and science.  
CHARLES P. SINNOTT, B.S., Geography.  
CHARLES E. DONER, Supervisor of penmanship.  
BRENELLE HUNT, Psychology and school administration; director of junior high school course.  
LOUIS C. STEARNS, Greenhouse and school gardens.  
JOHN J. KELLY, Dean of men; practical arts.  
JOSEPH I. ARNOLD, A.M., History, sociology and economics.  
ANNE M. WELLS, Supervisor of kindergarten-primary department.  
CORA A. NEWTON, Supervisor of observation and practice teaching; general method.  
ADELAIDE MOFFITT, Reading. Dramatic Club.  
FRILL G. BECKWITH, Handicrafts.  
MARY A. PREVOST, Supervisor of drawing and handwork.  
FRIEDA RAND, A.B., Supervisor of music. Glee Club.  
S. ELIZABETH POPE, Dean of women; ethics.  
EDITH H. BRADFORD, A.B., Modern languages. French Club.  
PRISCILLA M. NYE, Drawing.  
M. KATHARINE HILL, B.L.I., Literature.  
ANNA E. ROTH, Ph.B., History and social science.  
KATHERINE L. CRONIN, A.B., Supervisor of physical education.  
CATHARINE B. BEATLEY, A.B., English expression.  
FLORENCE E. GRISWOLD, A.B., Biology and nature study.  
JULIA C. CARTER, A.B., Children's literature and library organization. Library Club.  
MURIEL LEACH, Instructor in physical education.

### Training School.

MARTHA M. BURNELL, PRINCIPAL.

NELLIE M. BENNETT, Grade 6.  
JENNIE BENNETT, Grades 4, 5, 6.  
OLIVE H. LOVETT, Grade 5.  
LOUISE H. BORCHERS, Grade 4.  
CHARLOTTE H. THOMPSON, Grade 3.  
ISABEL W. RIDDELL, Grade 3.  
NEVA I. LOCKWOOD, Grade 2.  
RUTH E. DAVIS, Grade 2.  
MARGARET REED (Sept., 1923-Jan., 1924), Grade 2.  
GRACE E. SMITH (Feb., 1924), Grade 1.  
FLORA M. STUART, Grade 1.  
FRANCES P. KEYES, Kindergarten.

CHARLES H. BIXBY, Chief Clerk.  
MRS. HARRIET F. BIXBY, Matron and Steward.  
MISS MAY L. RAYMOND, Resident Nurse.  
THOMAS E. ANNIS, Chief Engineer.

### Faculty Council.

S. ELIZABETH POPE, *Chairman and Treasurer*.  
CHARLOTTE H. THOMPSON, *Secretary*.  
JOHN J. KELLY.  
FRILL G. BECKWITH.  
NELLIE M. BENNETT.  
KATHERINE L. CRONIN.  
FRANCES P. KEYES.  
MARY A. PREVOST.



## CALENDAR, 1924.

Feb. 16-24, 1924, Winter vacation.  
 Feb. 25, School reopens.  
 April 12-20, Spring vacation.  
 April 21, School reopens.  
 May 30, Memorial Day, holiday.  
 June 5-6, First entrance examination.  
 June 16, Graduation day.  
 Sept. 8-9, Second entrance examination.  
 Sept. 8, Training school opens.  
 Sept. 10, Normal school opens.  
 Oct. 13, Columbus Day, holiday.  
 Nov. 26 (afternoon)-30, Thanksgiving recess.  
 Dec. 1, School reopens.  
 Dec. 24 (afternoon)-Jan. 4, 1925, Christmas recess.  
 Jan. 5, 1925, School reopens.

Sessions are from 9.15 A.M. to 12.30 P.M., and from 1.30 P.M. to 3.35 P.M. There are no sessions on Saturday.

The school may be reached by telephone through the following numbers of the Bridgewater exchange:—

Administrative offices, 162-2.  
 Steward's office, 162-3.  
 Dean's office, 155.  
 Normal school building and training school, 261.  
 Normal and Tillinghast Halls (pay station), 8063.  
 Woodward Hall (pay station), 8118.  
 Principal's residence, 359.

## STATE NORMAL SCHOOL,

BRIDGEWATER, MASSACHUSETTS.

### FUNCTION OF THE NORMAL SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. The Commonwealth offers freely an educational training that will fit for one of the highest forms of public service.

*Modern education* is based on two principles: (1) The demand of society is for social efficiency. The school should reproduce life situations; the subject-matter should be chosen because of its life values; the methods of study and development should be socialized and at the same time individualized. (2) The nature of children and youth should be the teacher's guide. Work should start with the pupils' native instincts and capacities; subject-matter should be of the nature to prompt self-activity, that is, it should be motivated.

The normal school is a *professional school*. Theory is constantly linked with the actual practice in the training school. The aim of the work is (1) to see that the students know the elementary subjects thoroughly; (2) to teach them how to teach the children the subjects they know well themselves; (3) to prepare them to study the development of the child's mind and adapt the instruction to the stages of growth; (4) to give them such advanced study as will lead to their own development, and prepare them to become useful members of society in the communities where they teach.

The work in observation and in practice teaching is done in the *training school*; that of apprentice teaching, in schools in near-by towns and cities.

## ESSENTIAL QUALIFICATIONS OF PROSPECTIVE TEACHERS.

Young people who desire to enter upon this form of public service should be physically and temperamentally fitted for the work of teaching. "A real love for teaching, based on a genuine love of children, reasonable intellectual ability and good health are minimum essentials in the way of preliminary qualifications. To these should be added adaptability and tact, some degree of executive ability and the saving grace of common sense. Candidates lacking these qualifications can hardly hope to make a success of teaching."

### REQUIREMENTS FOR ADMISSION.

I. APPLICATION FOR ADMISSION. — Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school, and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL. — The principal of the high school last attended is expected to fill out two blanks, one giving the "High School Record" and the other a "Rating of Personal Characteristics," and send them to the principal of the normal school.

III. GENERAL QUALIFICATIONS. — Every candidate for admission as a regular student must meet the following requirements: —

1. *Age.* — A woman must be at least sixteen and a man seventeen years of age on or before September 1 of the year of admission. (To be admitted to the Household Arts Curriculum at Framingham a candidate must be at least seventeen.)

2. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching.

3. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

4. *Completion of Fifteen Units of High School Work.* — The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows: —

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation.

5. *Personal Characteristics.* — The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. SCHOLARSHIP REQUIREMENTS. — Of the fifteen units presented for admission, at least ten must be selected from the list given below in Section V, and must be of a satisfactory grade as determined by certification or examination. Three of these units must be in English, and one in American history and civics. Applicants for admission to the Practical Arts Curriculum of the Fitchburg Normal School may substitute evidence of practical experience in some industrial pursuit to meet a part of the above requirements. The Normal Art School requires in addition an examination in drawing.

1. *Certification.* — Credit by certification may be granted in any subject in which the candidate has secured a certifying mark (A or B) in the last year for which such credit is claimed, provided that the student is a graduate of a Class A high school or is in the upper half<sup>1</sup> of the graduating class of a Class B high school.

<sup>1</sup> The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

2. *Examination.* — Any candidate not securing credit by certification for ten units must either —

(1) Secure credit in the remaining number of units by examination in subjects chosen from the list in Section V, or —

(2) In addition to the required subjects, take three comprehensive examinations aggregating six units from the subjects listed in Section V, these units to be chosen from three of the six following fields: (a) Social Studies, (b) Science, (c) Foreign Language, (d) Mathematics, (e) Commercial Subjects, and (f) Fine and Practical Arts.

Since the second plan involves four comprehensive examinations, the examination papers and school record of candidates using this plan will be judged as a whole.

## V. LIST OF SUBJECTS FOR CERTIFICATION OR EXAMINATION.

### *Required.*

English literature and composition, 3 units.

American history and civics, 1 unit.

### *Elective.*

The candidate may choose the six elective units from any of the units listed below, but these units must be so distributed that the number offered in any field shall not exceed the following: —

Social studies, 3 units.

Science, 3 units.

Foreign language, 4 units.

Mathematics, 3 units.

Commercial subjects, 4 units.

Fine and practical arts, 3 units.

The *five* additional units, however, necessary in order to make up the fifteen units required for graduation, may consist of any work which the high school accepts as meeting its graduation requirements.

### *Social Studies.*

Community civics,  $\frac{1}{2}$  or 1 unit.

History to about 1700, 1 unit.

European history since 1700, 1 unit.

Economics,  $\frac{1}{2}$  unit.

Problems of democracy,  $\frac{1}{2}$  unit.

Current events,  $\frac{1}{2}$  or 1 unit.

Ancient history, 1 unit.

English history, 1 unit.

Mediæval and modern history, 1 unit.

### *Science.*

General science,  $\frac{1}{2}$  or 1 unit.

Biology, botany, or zoölogy,  $\frac{1}{2}$  or 1 unit.

Chemistry, 1 unit.

Physics, 1 unit.

Physical geography,  $\frac{1}{2}$  or 1 unit.

Physiology and hygiene,  $\frac{1}{2}$  or 1 unit.

### *Foreign Language.*

Latin, 2, 3, or 4 units.

French, 2 or 3 units.

Spanish, 2 units.

German, 2 or 3 units.



*Mathematics.*

Algebra, 1 unit.

Arithmetic,  $\frac{1}{2}$  or 1 unit.

Geometry, 1 unit.

*Commercial Subjects,*

Stenography (including typewriting), 1 or 2 units.

Bookkeeping, 1 unit.

Commercial geography,  $\frac{1}{2}$  or 1 unit.Commercial law,  $\frac{1}{2}$  unit.*Fine and Practical Arts.*

Home economics, 1, 2, or 3 units.

Manual training, 1 unit.

Drawing,  $\frac{1}{2}$  or 1 unit.

VI. PLACE, TIME, AND DIVISION OF EXAMINATIONS. — Entrance examinations may be taken in June and September at any State normal school (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification. Credit secured for admission to any college of the New England College Entrance Certificate Board, by examination or by certificate, may be accepted.

VII. ADMISSION AS ADVANCED STUDENTS. — A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. ADMISSION OF SPECIAL STUDENTS. — When any normal school, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

**SCHEDULE OF EXAMINATIONS FOR 1924.****JUNE 5 AND SEPTEMBER 8.**

8.15-8.30 Registration.

8.30-10.30 English.

10.30-12.30 Latin, commercial subjects.

1.30-4.30 Social studies.

**JUNE 6 AND SEPTEMBER 9.**

8.15-8.30 Registration.

8.30-10.30 Mathematics.

10.30-12.30 German, French, Spanish.

1.30-3.30 Sciences.

3.30-5.00 Fine and practical arts.

6  
**CURRICULA.**

The courses of instruction and training are grouped in four distinct departments, as follows:—

I. *Elementary Department* (Two Years).—For those preparing to teach in elementary schools, including the first six grades only, or in rural schools of all grades.

II. *Kindergarten-primary Department* (Three Years).—For those preparing to teach in the first three grades. This department prepares for teaching little children in the Kindergarten, and in the primary grades with a proper use of kindergarten methods.

III. *Intermediate Department* (Three Years).—For those preparing to teach in junior high schools, including the seventh, eighth, and ninth grades. In this department students elect certain major groups of subjects in which to prepare for departmental teaching. The groups usually elected comprise English and history (including community civics), English and geography, English and modern languages, geography and history, mathematics and science, science and geography.

IV. *Advanced Department* (Four Years).—A course leading to the degree of bachelor of science in education. Graduates of two and three year courses in residence in Massachusetts normal schools may enter a third or fourth year. New students may enter at once on the full four-year course.

### I. Elementary Department.

[Designed primarily for students preparing to teach in the first six grades. Periods are sixty minutes in length, including time for directed study.]

	FIRST YEAR.		SECOND YEAR.	
	Weeks.	Periods.	Weeks.	Periods.
Arithmetic 1 (content) . . . . .	13	3	—	—
Arithmetic 2 (method) . . . . .	—	—	13	1
Education:				
Psychology 1 (the learning process) . . . . .	13	3	—	—
Psychology 2 (applied psychology) . . . . .	—	—	13	3
Pedagogy 1 (general method) . . . . .	—	—	19	2
History of Education 1 . . . . .	—	—	13	2
Professional Ethics . . . . .	—	—	13	1
English:				
Reading 1 (elementary) . . . . .	26	4	—	—
English Expression 1 (content) . . . . .	13	4	—	—
English Expression 2 (method) . . . . .	—	—	13	2
Library 1 (use of library) . . . . .	13	3	—	—
Library 2 (children's books) . . . . .	—	—	13	2
Literature 1 (elementary) . . . . .	—	—	19	4
Penmanship . . . . .	38	1	13	1
Fine and Practical Arts:				
Drawing 1 (introductory) . . . . .	19	5	—	—
Drawing 2 (method) . . . . .	—	—	19	2
Drawing 3 (practice teaching) . . . . .	—	—	6	2
Drawing 4 (blackboard sketching) . . . . .	—	—	13	1
Handicrafts 1 (introductory) . . . . .	19	5	—	—
Music 1 (introductory) . . . . .	38	2	—	—
Music 2 (appreciation) . . . . .	—	—	13	1
Music 3 (practice teaching) . . . . .	—	—	6	1
History 1 and 2 . . . . .	13	4	13	4
Physical Education 1 and 2 . . . . .	38	3	26	3
Science:				
General Science 1 . . . . .	13	3	—	—
Gardening 1 and 2 . . . . .	26	2	26	2
Nature Study 1 and 2 . . . . .	26	2	—	—
Nature Study 3 . . . . .	—	—	13	2
Geography 1 (physiography) . . . . .	13	3	—	—
Geography 2 (elementary) . . . . .	—	—	19	4
Teaching:				
Directed Observation . . . . .	13	2	—	—
Intensive (training school) . . . . .	—	—	6	15
Extensive (outside schools) . . . . .	—	—	13	25

## II. Kindergarten-Primary Department.

[This department prepares for teaching children in the first three grades, with a proper use of kindergarten methods.]

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Arithmetic 1 (content)	13	3	-	-	-	-
Arithmetic 2 (method)	-	-	13	1	-	-
Education:						
Psychology 1 (the learning process)	13	3	-	-	-	-
Psychology 2 (applied psychology)	-	-	13	3	-	-
Pedagogy 1 (general method)	-	-	-	-	19	2
History of Education 1	-	-	-	-	13	2
Professional Ethics	-	-	13	1	-	-
Kindergarten Theory and Methods	26	3	38	5	13	4
English:						
Reading 1 (elementary)	26	4	-	-	-	-
English Expression 1 (content)	13	4	-	-	-	-
English Expression 2 (method)	-	-	13	2	-	-
Library 1 (use of library)	13	3	-	-	-	-
Library 2 (children's books)	-	-	13	2	-	-
Literature 1 (elementary)	-	-	19	4	-	-
Penmanship	38	1	13	1	-	-
Fine and Practical Arts:						
Drawing 1 (introductory)	19	5	-	-	-	-
Drawing 2 (method)	-	-	19	2	-	-
Drawing 3 (practice teaching)	-	-	6	2	-	-
Drawing 4 (blackboard sketching)	-	-	13	1	-	-
Handicrafts 1 (introductory)	19	5	-	-	-	-
Handicrafts 2 (primary grades)	-	-	-	-	13	2
Music 1 (introductory)	38	2	-	-	-	-
Music 2 (appreciation)	-	-	13	1	-	-
Music 3 (practice teaching)	-	-	6	1	-	-
History 1 and 2	13	4	13	4	-	-
History 3	-	-	-	-	13	4
Physical Education 1 and 2	38	3	38	3	-	-
Science:						
General Science 1	13	3	-	-	-	-
Gardening 1 and 2	26	2	26	2	-	-
Nature Study 1 and 2	26	2	-	-	-	-
Nature Study 3	-	-	13	2	-	-
Geography 2	-	-	19	4	-	-
Teaching:						
Directed Observation	26	1	13	2	-	-
Intensive (training school)	-	-	{ 26 13	15 1	13	15
Extensive (outside schools)	-	-	-	-	13	25

### DETAILS OF THE COURSES OF STUDY.

#### DEPARTMENTS I AND II.

[\* Taken only by the kindergarten-primary department.]

[\*\* Omitted by the kindergarten-primary department.]

#### *Arithmetic.*

**1. Elementary course.** Mr. JACKSON. First year. Thirteen weeks, three periods a week.

Organization of the knowledge needed by students in preparation for teaching arithmetic. The aim is to make the processes rational, to promote speed and accuracy in their use, and to make the solution of problems thoughtful rather than mechanical. Emphasis on the need of checking work and on methods of doing so.

**2. Method.** Miss NEWTON. Second year. Thirteen weeks, one period a week.

This course consists of a comparative and detailed study of the methods of (a) teaching numbers to young children; (b) teaching the fundamental operations, common and decimal fractions, percentage and its simple applications and problems.



**Psychology 1. The learning process.** Mr. HUNT. First year. Thirteen weeks, three periods a week.

An introductory course adapted to students just entering the normal school, aiming to acquaint them with significant facts about the learning process. This is partly to improve the quality of their own learning, but more particularly to lay a foundation for their work as teachers, in which they will direct the learning activities of children.

The child is studied as a reacting organism, involving a brief survey of the central nervous system; the acquisition of definite reactions to situations imposed by the child's environment; the inherited nature of the child as expressed in reflexes and instincts; study of the latter as the foundation upon which the teacher builds; with special attention to the instincts particularly involved in education.

Education is studied as "connection forming," with special attention to building up useful educational and social habits. Under the technique of learning there is special study of the selective and concentrating process of attention and the laws governing memory and association. As far as possible, the work is based on measurements obtained from psychological experiments taken with the students, supplemented by those made by various expert investigators.

**Psychology 2. Applied psychology and introductory study of measurement.** Mr. HUNT. Second year. Thirteen weeks, three periods a week.

The first half of the term is devoted to the study of actual teaching situations, particularly those which illustrate failure to apply well-established psychological principles, poor technique, or obsolete methods. The solution of each is approached by discussion, reading, and experimentation.

The latter half of the term's work centers around one major problem, as: "How can a year's teaching be made to result in a year's progress?" This involves a study of the causes and extent of inaccuracy in teachers' personal estimates; a survey of modern measuring devices, like standard mental and educational tests; study of method of giving such tests; practice in handling the results according to statistical methods; diagnosis of condition and needs of a class or individuals; prescription of methods and devices; use of standard norms and simple graphs; periodic use of standard tests to measure the success of teaching methods.

**Pedagogy. Methods 1.** Miss NEWTON. Second or third year. Nineteen weeks, two periods a week.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the elementary grades; collateral reading.

**History and Principles of Education 1.** Principal BOYDEN. Second year. Thirteen weeks, two periods a week.

The purpose of this course is to summarize the principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of the modern leaders in education; to lay a foundation for future educational reading and discussion.

**Professional Ethics.** Miss POPE. Second year. Thirteen weeks, one period a week.

The purpose of this course is to study the relationship which exists, or should exist, between a teacher and all persons with whom he comes in contact in his teaching capacity. It aims to help in the development of personal standards and the creation of such ideals as will be of value in training children toward right living.

**\*Kindergarten Theory and Methods.** Miss WELLS. First year. Twenty-six weeks, three periods a week. Directed observation, one period a week.

This is a preliminary course in child study, with emphasis on the early stages of development. It includes a study of "Mother Play" pictures, Froebel's "Gifts and Occupations," and other allied material, with songs and games adapted to the younger children.



Second year. Thirty-eight weeks, five periods a week.

This course includes the study of Froebel's "Mother Play Book," with collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life. In connection with each specific topic, stories, songs and games are taught for use with children. The course is open to advanced students in other departments. It also includes the study of Froebel's "Gifts and Occupations" and other allied materials, with especial reference to their use in primary work.

Third year. Thirteen weeks, four periods a week.

Program work; professional reading for a summary of principles and a comparison of methods. The course includes a study of educational reports and surveys, with selections from the highest kindergarten authorities.

### *English.*

**Reading 1. Elementary reading.** Miss MOFFITT. First year. Twenty-six weeks, four periods a week.

This course includes: (1) the study of the various reading systems used in the State; (2) the study of phonetics and its place in the teaching of reading, in teaching foreigners, and in correcting speech defects; (3) reading projects, involving the use of pictures, lesson plans for both sight reading and oral reading lessons, and dramatization; (4) story-telling, which includes (a) the study of books on story-telling, (b) the origin of the world's stories, viz., fables, myths, legends and fairy tales, (c) telling stories and dramatization.

**English Expression 1.** Miss BEATLEY. First year. Thirteen weeks, four periods a week.

In general, the aim of the course is to train students to express themselves with correctness, force, and, if possible, literary style. The course aims in particular to give students a knowledge of — *Fundamental rules of punctuation. Grammar*, especially those portions of grammar which are most important for the student to know himself and be able to teach well. *Outlining*, — rules for making sentence and topic outlines. *Organizing a subject. Rules of paragraphing. Rhetoric*, — fundamental rules of exposition, description, narration and argument. *Oral and written composition.*

**English Expression 2. Methods of teaching.** Miss BEATLEY. Second year. Thirteen weeks, two periods a week.

This course includes: — 1. Oral and written composition. The themes are longer, more highly organized, and more carefully paragraphed than those in English Expression 1. 2. Detailed methods for teaching oral and written composition, grammar, and spelling. 3. Practice in correcting themes.

**Library 1. Use of the library.** Miss CARTER. First year. Thirteen weeks, three periods a week.

The course aims (1) to give a thorough knowledge of the use of library tools: card catalogue, reader's guide, indexes to short stories and poems, reference books and the making of bibliographies; (2) to discuss the helps which teachers may receive from the library: lists of books, pictures, pamphlets, magazines. This part of the course includes magazine study and the organizing of pictures and clippings, library lessons for grades I-VI.

**Library 2. Children's books.** Miss HILL. Second year. Thirteen weeks, two periods a week.

A course in the study of children's books: the beginnings of literature for children, and its development to the present time; a careful study of Mother Goose, fairy tales, legends, fables, and myths. The purpose is to form standards for the choice of reading for children, and to give a knowledge of editions suitable for school and home use. A brief survey is made of books of history, travel, biography, science, art, fiction and poetry suitable for all the grades, in order to form a background of material which will make it possible to encourage and guide a taste for the best in children's reading.

**Literature 1. Elementary course.** Miss HILL. Second year. Nineteen weeks, four periods a week.

The aim of this course is to give the student a working acquaintance with elementary school literature and with cultural literature for teachers.

Methods of presenting literature are discussed in connection with subject-matter, and a special study of poetry for the grades is made. The project method prevails in this course.

**Penmanship.** Mr. DONER. First year. Thirty-eight weeks, one period a week. Second year. Thirteen weeks, one period a week.

The aim of the course is to develop skill in writing on paper, on the blackboard, and in note-book writing. The arm or muscular movement is taught, consisting of thorough training in posture, penholding, muscular relaxation for ease and fluency in writing; practice in drills, correct letter formation, words, sentences, paragraphs, for the purpose of correlating good penmanship with all other written work; demonstration lessons before classes in training school; practice teaching; course of study and practice outlined for the different grades in schools. Use is made of standard tests for rating and measuring handwriting.

### *Fine and Practical Arts.*

**Drawing 1. Introductory course.** Miss NYE. First year. Nineteen weeks, five periods a week.

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects are lettering, color theory, design and color application to projects made in Handicrafts 1; representation, including primary drawing, principles of perspective, picture composition and nature drawing.

**Drawing 2. Elementary methods and training course.** Miss PREVOST. Second year. Nineteen weeks, two periods a week.

A definite, progressive series of lessons is developed in each subject, including demonstrations and lesson plans for each school grade, with discussions on the psychology of drawing. Courses used in neighboring towns and cities are studied.

**Drawing 3. Practice teaching.** Miss PREVOST. Second year. Six weeks, two periods a week.

This course includes the teaching of drawing and handwork in the training school. The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts, and elementary forms of handwork.

**Drawing 4. Blackboard sketching.** Miss NYE. Second year. Thirteen weeks, one period a week.

The making of programs. Rapid illustrative sketching for elementary grades. Black and white, and color decorations, calendars, etc.

**Handicrafts 1. Introductory course.** Miss BECKWITH. First year. Nineteen weeks, five periods a week.

This course aims to give the students sufficient technique in the following handicrafts to enable them to carry out the outlines or directions of a supervisor, or to plan work for a small community where there is no supervision. The work includes practice in the following industrial processes: paper folding, paper and cardboard constructions, box making and bookbinding.

The last seven weeks are given to weaving, basketry, and modeling. Considerable time is spent in working up sand table and theatre projects, using different handicrafts.

**\*Handicrafts 2.** Miss BECKWITH. Third year. Thirteen weeks, two periods a week.

Illustrative construction work in paper and plasticene, adapted to projects in primary grades.

**Music 1. Introductory course.** Miss RAND. First year. Thirty-eight weeks, two periods a week.

The aim of this course is to give an understanding of the subject-matter necessary for teaching public school music, and a working knowledge of various



methods used in the elementary grades. It also aims to train the ear and develop the feeling that a school song, if it is perfectly rendered, with due attention to sentiment, tone, enunciation and rhythm, can be artistic and beautiful.

Lesson plans are made and discussed. Supervised observations are often made in the training school in order that students may, from the outset, be kept in close contact with children. During these exercises students are called upon to participate in the teaching.

**Music 2. Music appreciation.** MISS RAND. Second year. Thirteen weeks, one period a week.

This course includes the study of the most important musical forms, of the orchestra, and of the great composers. The aim is to suggest possibilities for further study in order to understand the great world of music, and to give a background for successful teaching.

**Music 3. Practice teaching conference.** MISS RAND. Second year. Six weeks, one period a week.

During the time when the students are in the training school, opportunity is given to teach music under direct supervision. A general conference is held once a week, for the discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

### *History and Social Science.*

**History 1 and 2. Elementary history and citizenship.** MISS ROTH. First year. Thirteen weeks, four periods a week. Second year. Thirteen weeks, four periods a week.

In this course consideration is given to the aims, materials and methods used in teaching history in the first six grades.

The work includes: the selection of stories illustrating the stages of civilization and those dealing with important persons and events; a rapid survey of the development of civilization in Europe; the organization of American history through the period of discovery, settlement and struggle for independence to the establishment of government under the Constitution. The students become familiar with the use of elementary textbooks, maps, pictures and the sand board.

Reading of magazines of current history is required, in the belief that a teacher should be familiar with the problems of the day.

Attention is given to the study of what constitutes good citizenship, and how the ideals and habits of good citizenship may be developed in children.

**\*History 3.** MISS ROTH. Third year. Thirteen weeks, four periods a week.

A cultural course adapted to the work of kindergarten and primary teachers.

### *Physical Education.*

**Physical Education 1 and 2.** MISS CRONIN and MISS LEACH. First year. Thirty-eight weeks, three periods a week. Second year. Twenty-six weeks, three periods a week.

The purpose of the department of physical education is twofold: — 1. Personal. — (a) To help the individual student to develop to the highest point of physical efficiency by correcting, as far as possible, structural or organic defects and establishing health habits; (b) to develop highest ideals of sportsmanship; (c) to develop leadership. 2. Professional. — To train in methods of applying all of the above to children.

The first purpose stated is worked out by means of (a) a course in personal hygiene; (b) individual corrective work; (c) gymnasium work, including marching tactics, free arm work, apparatus work, folk dancing, group contests and games; (d) The Woman's Athletic Association, which conducts athletic tournaments (hockey, basketball, baseball, tennis, bowling), hikes, and winter sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for children of different ages; (c) methods of presenting activities (giving commands, organizing groups, etc.), using the normal class for practice teaching; (d) supervised practice teaching of children in the training school; (e) study of school hygiene and first aid; (f) practice in taking weights, heights, and posture tests.

**General Science 1. Applied science.** Mr. SHAW. First year. Thirteen weeks, three periods a week, including work in the laboratories.

A study is made of the following subjects: processes needed for the interpretation of nature and of human industries; chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; nitrogen, fertilizers and explosives; carbon dioxide in relation to plants and animals; the need of ventilation; flame and fuel, — how to start, control and extinguish fires; uses of a chimney; characteristics of a good fuel; water, — simple tests for the purity of drinking water; location, protection and ventilation of wells; acids and alkalies, — relation to each other; common metals.

**Gardening 1 and 2.** Mr. STEARNS. First and second years. Twenty-six weeks each year (necessarily including one spring and one fall term), two periods a week.

The aim of this course is to prepare students to plan, plant and cultivate a vegetable garden. It includes a study of seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs and roots; control of harmful insects and weeds.

Second year. Supervision of home and school gardens.

**Nature Study 1 and 2. Ecology.** Miss GRISWOLD. First year. Twenty-six weeks, two periods a week.

This course seeks to arouse interest in nature, to develop accuracy of observation, and to give first-hand acquaintance with local plants and animals.

**Nature Study 3. Correlation.** Miss GRISWOLD. Second year. Thirteen weeks, two periods a week.

The aim of this course is to gather such facts, suggestions and illustrations as may be helpful in work with children, and to develop methods of collecting and of organizing material for use in teaching.

**\*\*Geography 1. Physiography.** Mr. SHAW. First year. Thirteen weeks, three periods a week, in the laboratory.

The course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry, and mill.

The course includes: (1) practical study of common useful minerals and rocks; (2) effects of heat and chemicals upon minerals, with application to industries; (3) mechanical and weathering action of the air; erosion and deposition by rivers, glaciers, mineral veins and geodes; plants, animals and man as physiographic factors; (4) life responses and improvements.

**Geography 2. Elementary course.** Mr. SINNOTT. Second year. Nineteen weeks, four periods a week.

The course includes (1) observational work to furnish geographical experience as a basis for further study; (2) geographical influences of the form and motions of the earth, climate, ocean, forms of land and water; (3) need and development of industry and commerce; (4) study of continents and countries; (5) map interpretation; (6) preparation of materials and exercises for teaching; (7) practice in conducting class exercises and in making and solving geographical problems; (8) the study of a graded course in geography to determine its adaptation to grade work; (9) geographical literature for grade work; (10) schoolroom appliances for teaching the subject.

### *Observation and Practice Teaching.*

**\*\*Directed Observation in the Training School.** Miss NEWTON, Supervisor. First year. Thirteen weeks, two periods a week.

The aim is to give familiarity with schoolroom conditions and methods as a basis for practice teaching, and study of methods of teaching. It extends from the kindergarten through the grades in succession, under specific directions, with oral and written reports and discussion.

**\*\*Practice Teaching. Intensive teaching in the training school.** Miss NEWTON, Supervisor. Second year. Six weeks, forenoons.

After careful observation the students serve as assistants in the grades. They



study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

**\*\*Apprentice Teaching.** Miss NEWTON, Supervisor. Extensive teaching, under supervision, in the schools in near-by towns and cities. Second year. Thirteen weeks, all day.

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working. Sixteen towns and cities are available for this apprentice teaching, with schools ranging from the single-room rural school to the well-graded city school.

**\*Directed Observation. Observation in the training school.** Miss NEWTON and Miss WELLS, Supervisors. First year. Grades, thirteen weeks, one period a week; kindergarten, thirteen weeks, one period a week.

The aim of this observation is to give familiarity with schoolroom conditions and methods through participation in the work of the room in a variety of ways.

Second year. Thirteen weeks, two periods a week.

Observing and assisting in the kindergarten.

**\*Practice Teaching. Intensive teaching in the training school.** Miss NEWTON and Miss WELLS, Supervisors. Second year. Kindergarten, thirteen weeks, forenoons; thirteen weeks, 1 period a week; primary grades, thirteen weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises. In the kindergarten each student has her own group of children for the term.

Third year. Thirteen weeks, forenoons.

Extensive teaching in training school kindergarten, or outside kindergartens, to give experience in all phases of the work.

**\*Apprentice Teaching.** Miss NEWTON, Supervisor. Third year. Thirteen weeks, all day.

Extensive teaching in primary grades, under supervision, in the schools in near-by towns and cities.

### III. Intermediate Department.

[This department prepares for departmental teaching in the upper grades and in junior high schools. A large number of elective courses are provided during the second and third years.

Periods are sixty minutes in length, including time for supervised study. Parentheses indicate elective subjects.]

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Education:						
Psychology 1 (the learning process)	-	-	13	3	-	-
Psychology 3 (junior high)	-	-	-	-	13	3
Pedagogy 2 (general method)	-	-	-	-	26	2
History of Education 1	-	-	-	-	13	2
Professional Ethics	-	-	13	1	-	-
English:						
Reading 2 (advanced)	13	4	-	-	-	-
Reading 3 (dramatization)	-	-	-	-	(13)	(4)
English Expression 1 (content)	13	4	-	-	-	-
English Expression 3 (advanced)	-	-	26	3	-	-
English Expression 4 (junior high)	-	-	-	-	(13)	(3)
Library 1 (use of library)	13	3	-	-	-	-
Library 3 (administration)	-	-	(13)	(4)	-	-
Library 4 (practice teaching)	-	-	(26)	(4)	-	-
Library 5 (children's hour)	-	-	-	-	(13)	(3)
Literature 2 (junior high)	-	-	38	3	-	-
Literature 3 (modern)	-	-	-	-	(13)	(3)
Penmanship	38	1	13	1	(13)	(1)
Fine and Practical Arts:						
Drawing 1 (introductory)	19	5	-	-	-	-
Drawing 4 (blackboard sketching)	-	-	13	2	-	-
Drawing 5 (junior high)	-	-	26	2	-	-
Drawing 6 (art appreciation)	-	-	13	2	-	-
Drawing 7 (practice teaching)	-	-	-	-	13	2
Handicrafts 1	19	5	-	-	-	-
Music 1 (introductory)	38	2	-	-	-	-
Music 2 (appreciation)	-	-	13	1	-	-
Music 3 (practice teaching)	-	-	-	-	13	1
Music 4 (history)	-	-	-	-	(38)	(2)
Practical Arts 1 (mechanical drawing)	(38)	(4)	-	-	-	-
Practical Arts 2 (shop work)	-	-	(26)	(4)	-	-
Practical Arts 3 (printing)	-	-	(19)	(4)	-	-
Mathematics:						
Arithmetic 3 (content)	26	4	-	-	-	-
Advanced algebra	-	-	(26)	(3)	-	-
Geometry and trigonometry	-	-	-	-	(38)	(3)
Modern Languages:						
French 1 (introductory)	(38)	(4)	-	-	-	-
French 2 (method)	-	-	(38)	(4)	-	-
French 3 (advanced)	-	-	-	-	(13)	(4)
Physical Education 1 and 2	38	3	38	3	-	-
Physical Education 3 (methods)	-	-	-	-	13	3
Science:						
General Science 2 (applied)	13	4	-	-	-	-
General Science 3 (economic)	-	-	-	-	(38)	(4)
General Science 4 and 5 (applied physics)	-	-	(13)	(3)	(13)	(5)
Nature Study and Gardening	26	3	-	-	-	-
Gardening 3	13	1	-	-	-	-
Gardening 4	-	-	(38)	(2)	-	-
Civic Biology	-	-	-	-	13	4
General Biology	-	-	38	4	-	-
Geography 1 (physiography)	13	4	-	-	-	-
Geography 3 (junior high)	-	-	26	4	-	-
Geography 4 (regional)	-	-	-	-	(38)	(3)
Social Studies:						
History 3 (junior high)	38	4	-	-	-	-
History 4 (world history)	-	-	38	3	-	-
History 5 (modern American)	-	-	-	-	(13)	(3)
History 6 (modern European)	-	-	-	-	(38)	(3)
Teaching:						
Directed Observation	-	-	13	2	-	-
Intensive (training school)	-	-	-	-	13	15
Extensive (outside schools)	-	-	-	-	13	25

## IV. Advanced Department.

A four-year curriculum, leading to the degree of bachelor of education, and designed for students preparing to teach in the elementary school and the junior and senior high schools.

### *Courses offered in the Third and Fourth Years.*

*Note.*—For the work of the first two years see the two-year elementary course outlined above and in the catalogues of the several State normal schools.

[20 units constitute one year's work.]

COURSE.	Third Year.	Fourth Year.
Prescribed Courses (10 units each year).	<div style="text-align: right; margin-right: 20px;">Units</div> Advanced English:— (a) Literature . . . . . } 3 (b) Expression . . . . . } General and Civic Biology . . . . . 3 Educational Psychology:— The Adolescent Age . . . . . 3 Physical Training . . . . . 1 Practice Teaching . . . . . 1	<div style="text-align: right; margin-right: 20px;">Units</div> Principles of Sociology and Economics . . . . . 3 (a) Modern Problems in Education, (b) Psychology of School Subjects . . . . . 3 School Hygiene and Sanitation . . . . . 1 Educational Measurements . . . . . 1 History of Education . . . . . 1 Physical Training . . . . . 1
Elective Courses (10 units each year).	In their elective work students are expected to select during the third and fourth years one major group of studies from the following groups, and to elect at least two courses in each subject of the group:— <i>Elective Groups.</i> —I. English and History. II. English and one foreign language. III. Two foreign languages. IV. History and Geography. V. Geography and Science. VI. Science and Mathematics. VII. Education and one other subject. The remainder of the required number of units may be elected freely from the courses for which the students have the necessary preparation.	
Art and Music . . .	<div style="text-align: right; margin-right: 20px;">Units</div> Design, Advanced Freehand Drawing . . . . . 2 History of Music, and Music Appreciation . . . . . 2	<div style="text-align: right; margin-right: 20px;">Units</div> History of Art, and Art Appreciation . . . . . 2
Education . . .	<div style="text-align: right; margin-right: 20px;">Units</div> (a) Project Method of Teaching, (b) Socialized Recitation and Supervised Study . . . . . 3 Advanced Kindergarten and Primary Theory . . . . . 1 Ethics . . . . . 2	<div style="text-align: right; margin-right: 20px;">Units</div> Psychology of the Exceptional Child . . . . . 2 Supervision and Administration . . . . . 2
English and Literature	Modern Literature . . . . . 2 Junior High School English . . . . . 1	Selected Prose and Poetry . . . . . 2 Methods of Teaching English . . . . . 1
Geography . . .	(a) Advanced Regional Geography, (b) Correlation of Geography and History . . . . . 3 . . . . . 3	(a) Advanced Physical Geography, (b) Economic Geography, (c) Mathematical Geography . . . . . 3
Government and Social Science.	Social and Civil Problems . . . . . 2	Modern Tendencies in Government . . . . . 2
History . . .	Study of Sources and the Selection of Material in American History . . . . . 3 Modern European History . . . . . 3	The Civilization of Ancient and Mediaeval Times . . . . . 3 Industrial Development of the Nineteenth Century . . . . . 2
Foreign Language (French).	French 1 . . . . . 3 Advanced French . . . . . 3 Methods of Teaching French . . . . . 1	French 2 . . . . . 3 Selected French Prose and Poetry . . . . . 3 French Conversation and Composition . . . . . 1
Mathematics . . .	Advanced Algebra . . . . . 3 Solid Geometry and Plane Trigonometry . . . . . 3	Methods of Teaching Junior and Senior High School Mathematics . . . . . 1
Science . . .	Plant and Animal Ecology . . . . . 2 General Chemistry . . . . . 3 General Science . . . . . 3	General Physics . . . . . 3 Methods of Teaching Junior and Senior High School Science . . . . . 1

## III. INTERMEDIATE AND ADVANCED DEPARTMENTS.

*Education.*

**Psychology 1. The learning process.** Mr. HUNT. Second year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

**Psychology 3. Professional course for teachers in the intermediate or junior high school.** Mr. HUNT. Third year. Thirteen weeks, three periods a week. One unit.

The work of this course is supplementary to that of Psychology 1 and 2. The following subjects are considered: recent educational experiments for improving the efficiency of the public school system; arguments in favor of the 6-3-3 plan of organization; the junior high school organization, including program of studies, school equipment, departmental teaching, differentiation of work, promotion, etc.; psychology of early adolescence as a foundation for methods of instruction and control; some approved schemes for making educational measurements adapted to junior high schools.

**Psychology 4 and 5. Educational measurements and the Psychology of exceptional children.** Mr. HUNT. Fourth year. Thirty-eight weeks, three periods a week. Three units.

The course includes the following topics:—

Introductory study of the range of ability for any given age or grade. Survey of investigations as to the relative importance of heredity and environment in producing this variation. Psychology of the normal and subnormal studied to ascertain nature and causes of individual differences.

Study of the development of the modern science of intelligence testing. Work of Binet and the Stanford Revision of the Binet method in America. Training in the application of the above method in actual practice. Study of the best known group tests, with practice in their use.

Study of statistical method of handling the data derived from these tests. Interpretation of results. Diagnosis of class and individual needs.

Survey of modern systems of grading and promotion. Problems of retardation and acceleration. Modifying the content and method of education for defectives. Provisions for the exceptionally bright pupil. Study of current problems of 6-3-3 reorganization, with special study of curricula and program-making in junior and senior high schools.

**Pedagogy. Methods 2.** Miss NEWTON. Third year. Twenty-six weeks, two periods a week. Two units.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the upper grades; research work related to educational problems of the day and to pedagogical literature.

**History of Education 1.** Principal BOYDEN. Third year. Thirteen weeks, two periods a week. One unit.

This course is outlined in the elementary department.

**History of Education 2.** Principal BOYDEN. Fourth year. Thirty-eight weeks, two periods a week. Two units.

A study of the sources and evolution of modern educational systems and methods. The social ideals of other civilizations and other centuries, as influencing education. Search is made for the permanent and universal principles of educational procedure, contemporary educational leaders and literature, educational systems in aristocracies and in democracies. A foundation is laid for future educational reading and research.

**Modern Problems of Education.** Miss NEWTON. Fourth year. Thirty-eight weeks, two periods a week. Three units.

*First Term.*—Problems of classroom teaching in elementary and secondary schools; significant differences in relation to differences in method of teaching; some results of scientific investigation of teaching problems to indicate classroom procedure based upon these investigations; influences upon method of



teaching exerted recently by contemporaries such as Dewey, Thorndike, Kilpatrick, Judd.

**Second Term.** — Intensive study of current problems and practice in instruction in one or more special subjects in one or more grades of elementary, junior or senior high schools; contributions made by experimental and demonstration schools, and by statistical and experimental investigation. Recent bibliographies on general and special methods, and practice in making such bibliographies.

**Third Term.** — The curriculum. Objectives of education as dictated by personal and social needs; types of pupil activity and experience most effective in achieving the several objectives; principles underlying curriculum making. Analysis of three or more courses of study to distinguish characteristics of "subject-syllabus," "project-problem," and "border" types and serve as a basis for classification. Research work to determine practical problems in formulating a course of study in a special subject or for a grade or group of grades. Determination of effective ways of using a "subject-syllabus" type in relation to the project-problem method of learning and teaching. Textbook: Bonser, "The Elementary School Curriculum."

**Professional Ethics.** Miss POPE. Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

### *English.*

**Reading 2.** Miss MOFFITT. First year. Thirteen weeks, four periods a week.

This course includes the application of phonics to work in the upper grades, or to those who have defects in speech; methods of teaching reading in the upper grades, including supplementary reading, platform reading, and oral themes.

**Reading 3. Dramatization (elective).** Miss MOFFITT. Third year. Thirteen weeks, four periods a week. One unit.

The course includes harmonic gymnastics; principles of voice; pantomime; impersonations; public speaking; reading, and staging of plays.

**English Expression 1.** Miss BEATLEY. First year. Thirteen weeks, four periods a week.

This course is outlined in the elementary department.

**English Expression 3.** Miss BEATLEY. Second or third year. Twenty-six weeks, three periods a week. Three units.

This course includes comparatively advanced work in composition, especially —

1. Oral and written themes, 600 to 1,000 words in length.

2. A careful study of (a) great passages from great authors; (b) choice of words, figures of speech and other rhetorical devices; (c) the short story, play, essay, poem, and debate.

3. Practice in literary criticism.

**English Expression 4. Methods of teaching in the junior high school (elective).** Miss BEATLEY. Third year. Thirteen weeks, three periods a week. One unit.

The course includes: —

1. A brief survey of the aims, subject-matter, and methods of teaching English expression in the elementary grades, and intensive preparation for departmental teaching of English expression in the junior high school.

2. Oral and written themes.

**English Expression 5. Methods of teaching in the senior high school (elective).** Miss BEATLEY. Fourth year. Thirteen weeks, three periods a week. One unit.

The course includes: —

1. A study of the aims, subject-matter and methods of teaching English expression in the senior high school.

2. Oral and written themes.

**Library Instruction 1.** Miss CARTER. First year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

**Library Instruction 3 (elective).** Miss CARTER. Second year. Thirteen weeks, four periods a week.

This course gives practice in the routine work involved in the administration of a school library. Training is given in the mechanics of preparation of books for circulation; in reference work; in the making of bulletin boards, exhibits of books and lists of reading; in accessioning, classification and cataloguing of books. Illustrative material for school use (including pictures, clippings, pamphlets) is organized. Students act as assistants during library hours.

**Library Instruction 4 (elective).** Miss CARTER. Second year. Twenty-six weeks, four periods a week.

A continuation of Library Instruction 2. Practice work in the library is required. Some library hours are conducted with children from the training school. As much time as possible is given to the discussion of children's literature.

**Library Instruction 5 (elective).** Miss CARTER. Third year. Thirteen weeks, three periods a week. One unit.

The story-hour and the use of the library by grade children. Experience in planning and conducting library hours with the grades is gained by practice with classes from the training school.

**Library Instruction 6 (elective).** Miss CARTER. Fourth year. Thirty-eight weeks, two periods a week. Two units.

Advanced library work for those who have had the courses outlined above.

**Literature 2. Junior high school literature.** Miss HILL. Second year. Thirty-eight weeks, three periods a week. Three units.

The aim of the course is to give students a working knowledge and appreciation of the literature appropriate to the junior high school, and to acquaint them with methods of teaching literature to children in these grades. The course includes narrative and lyric poetry, — short poems and longer masterpieces — prose fiction, — short stories and novels; biography; the drama.

Methods of presenting literature are discussed in connection with subject-matter.

**Literature 3. Modern Literature (elective).** Miss HILL. Third year. Thirteen weeks, three periods a week. One unit.

The course includes the study of literature onward from the year 1830 — representative prose, poetry and drama. It aims to give the student an understanding of modern times, and an appreciation of their intellectual, artistic and spiritual ideals as reflected in literature. Extended supplementary reading is required.

**Literature 4. Selected prose and poetry (elective).** Miss HILL. Fourth year. Twenty-six weeks, three periods a week. Three units.

This is a laboratory course in literary criticism: principles of criticism; analytic study of the work and methods of the leading critics and reviewers; applied criticism; study of contemporary fiction, essay, biography, poetry and drama; comparative literature. It aims to develop a discriminating taste and a keen, sane appreciation of relative values in literature.

**Penmanship.** Mr. DONER. First year. Thirty-eight weeks, one period a week. Second year. Thirteen weeks, one recitation period a week. Third year. Thirteen weeks, one period a week (elective). Preparation for the departmental teaching of penmanship in the upper grades.

This course prepares students to teach penmanship in the upper grades or in the junior high school, with special reference to methods of correlating the work in writing with the daily written work. Requirements are: — satisfactory paper practice, board writing, and note-book writing. Students who have a special aptitude for penmanship and who desire to specialize in the subject will find the course well suited to their needs.

#### *Fine and Practical Arts.*

**Drawing 1. Introductory course.** Miss NYE. First year. Nineteen weeks, five periods a week.

This course is outlined in the elementary department.

**Drawing 4. Blackboard sketching.** Miss NYE. Second year. Thirteen weeks, two periods a week.

Practice in rapid representation in outline and mass to illustrate school subjects, such as geography, history, etc.; also to make map enlargements, diagrams and programs, both by mechanical and free-hand methods.

**Drawing 5. Junior high school methods.** Miss PREVOST. Second year. Twenty-six weeks, two periods a week.

Methods of teaching drawing, with especial emphasis upon the work in the upper grades. A definite, progressive series of lessons is developed, including demonstrations and lesson plans, with discussions on the psychology of drawing.

The subjects are grouped as follows: nature drawing; representation, including illustrative sketching and picture design; picture study; mechanical drawing, with application to the making of maps, diagrams and working drawings.

**Drawing 6. Art appreciation.** Miss PREVOST. Second or third year. Thirteen weeks, two periods a week. One unit.

A study is made of fine art in relation to the home and to the community. A background of culture for appreciation is given by studying historic forms of architecture and historic forms of furniture and decoration with their modern applications; by studying house planning and building in relation to the environment. The material for class work is furnished by the students as the result of reading and research and the perusal of current magazines. Pictures, photographs, tracings and drawings are collected.

**Drawing 7. Junior high school training course.** Miss PREVOST. Third year. Thirteen weeks, two periods a week. One unit.

The work includes two conference periods a week; preparation of lesson plans; demonstrations in teaching; and teaching, under direct supervision, in drawing, art crafts and elementary forms of handwork.

**Drawing 8. Advanced free-hand drawing (elective).** Miss PREVOST. Third year. Nineteen weeks, two periods a week. One unit.

Drawing from nature and still life, principles of angular perspective. Mediums: pencil, crayon, water colors.

**Drawing 9. Design (elective).** Miss NYE. Third year. Nineteen weeks, two periods a week. One unit.

Theory and principles of design. Color harmony, conventionalization of flowers, fruits and animals. The application of original designs to posters, book covers, textiles.

**Drawing 10. History of art and art appreciation (elective).** Miss PREVOST. Fourth year. Thirty-eight weeks, two periods a week. Two units.

A general survey of the history of architecture, sculpture and painting from the Egyptian period to the Renaissance of modern times. The fundamental principles underlying great works of art are studied in order to increase the students' power to select and enjoy good examples of fine art. Required readings, notebooks and discussions.

**Handicrafts 1. Introductory course.** Miss BECKWITH. First year. Nineteen weeks, five periods a week.

This course is outlined in the elementary department. For men — box making, elementary bookbinding.

**Music 1. Introductory course.** Miss RAND. First year. Thirty-eight weeks, two periods a week.

**Music 2. Music appreciation.** Miss RAND. Second year. Thirteen weeks, one period a week.

**Music 3. Practice teaching.** Miss RAND. Third year. Thirteen weeks, one period a week.

These courses are outlined in the elementary department.

**Music 4. History of music and music appreciation (elective).** Miss RAND. Third or fourth year. Thirty-eight weeks, two periods a week. Two units.

The aim of this course is to give power in understanding in order to enjoy the greatest music.

The content of the course is as follows: music history, periods from primitive to modern; the lives and works of the great composers; analysis of the structure of music, as found in the various periods covering the important forms, both vocal



and instrumental; technical terms in common use; suggestions as to ways in which music appreciation may be taught in the schools.

**Practical Arts 1. Mechanical drawing (elective) (men).** Mr. KELLY. First year. Thirty-eight weeks, four periods a week.

Principles of mechanical drawing. Designing, and making working drawings of furniture, toys and other useful projects carried on in connection with shop work. Simple machine design, tracing, blue printing, specifications.

**Practical Arts 2. Shop work (elective).** Mr. KELLY. Second or third year. Twenty-six weeks, four periods a week.

Shop work in a variety of industries. The purpose of the course is to give a practical knowledge of a number of lines of useful handwork for teachers. Articles are made that are required for school use. Repair work that can easily be done by teachers is emphasized.

**Practical Arts 3. Printing (elective).** Mr. KELLY. Second year. Nineteen weeks, four periods a week.

Principles of printing. Orderly procedure in practical shop work in printing by student, affording excellent opportunity for correlation with English department and other departments of school. Each student will be required to direct a project selected by a group before completing course.

### *Mathematics.*

**Arithmetic 3. Junior high school course.** Mr. JACKSON. First year. Twenty-six weeks, four periods a week.

This course includes commercial and industrial arithmetic adapted to pupils of the upper grammar or junior high school grades.

The course also includes the method of teaching the elements of observational and constructive geometry, with useful practical applications; also the fundamental ideas of algebra, including the formula, the equation, the graph, the simple operations and the way in which these may be practically useful.

**Advanced Algebra (elective).** Mr. JACKSON. Second or third year. Twenty-six weeks, three periods a week. Three units.

Such review of the algebra which students have had previously as may be necessary for the successful continuation of the work, with special reference to the reasoning involved in the processes employed. Study of the topics ordinarily included in a course in advanced algebra, with practice by the students in the demonstration of principles and processes, as well as in applying them.

**Geometry and Trigonometry (elective).** Mr. JACKSON. Third or fourth year. Thirty-eight weeks, three periods a week. Three units.

*Solid Geometry.* — Attention given to the observational and intuitional approach to technical geometry. Study of the more important theorems usually included in the subject. Much practice in the application of geometrical truths in the solution of problems in mensuration.

*Trigonometry.* — Principles and formulas commonly included in the subject. Much work on problems involving the applications of trigonometrical truths in surveying and otherwise.

*Analytical Geometry.* — Designed to enlarge, enrich and co-ordinate the ideas of algebra and geometry, and to promote the more effective teaching of both subjects.

**Methods of Teaching Mathematics (elective).** Mr. JACKSON. Fourth year. Thirteen weeks, two periods a week. One unit.

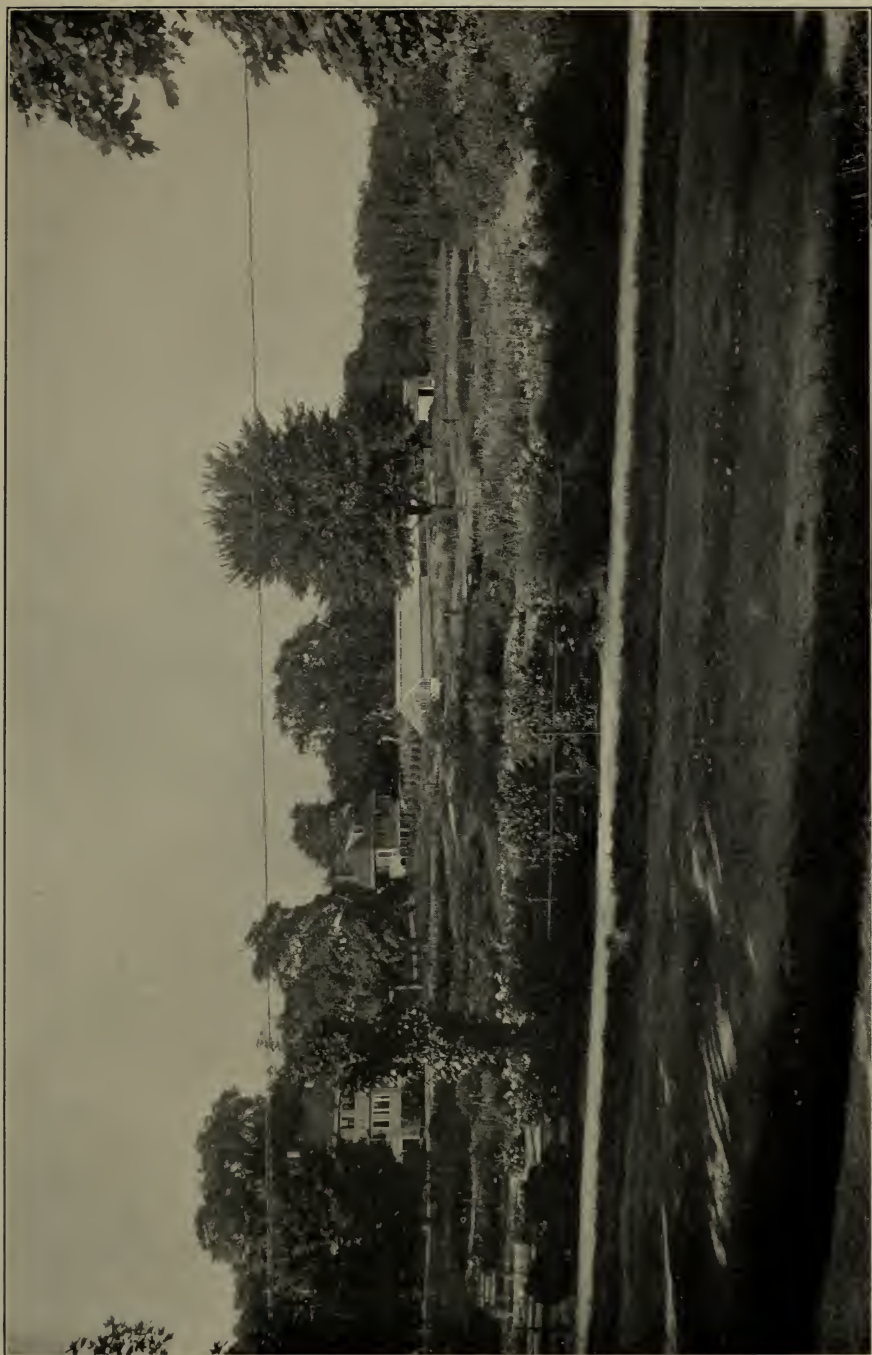
Examination of recent courses in mathematics, especially those prepared for use in junior high schools, to discover the common elements and the variant features. Study of current literature on the teaching of mathematics. Study and use of effective methods of presenting selected topics.

### *Modern Languages.*

The following courses are open to those who have had good high school courses, or their equivalent, in the subject: —

**French 1. Introductory (elective).** Miss BRADFORD. First year. Thirty-eight weeks, four periods a week. Four units.





NATURAL SCIENCE GARDEN.



This course aims to establish a thorough working knowledge of the language. It includes a systematic study and presentation of the principles of grammar, with exercises in translation and composition; augmentation of vocabulary, classified lists, synonyms, homonyms and antonyms; careful study of phonetics and phonetic symbols; and conversation based on material in textbooks and in French newspapers and on every-day experiences. Preliminary discussion of methods of adaptation to junior high school needs is introduced. French is the language of the classroom.

**French 2. Methods (elective).** Miss BRADFORD. Second year. Thirty-eight weeks, four periods a week. Four units.

This course deals with the various methods of teaching modern languages. Special emphasis is placed on the so-called "direct method" for use in the junior high school; study of syllabi; examination of textbooks; methods of teaching pronunciation; songs and games. The theories are put into practice in daily teaching lessons. One day a week is reserved for conversation in French on classified subjects relating to every-day life in France.

**French 3. Advanced French for cultural purposes (elective).** Miss BRADFORD. Third year. Thirteen weeks, four periods a week. Two units.

The aim of this course is to gain, by means of a correlated survey of the literature and history, and study of the commerce, geography and art of France, a general cultural background, with a view to application of the fundamentals thereof in the work with junior high school pupils. To this end more careful study is made of the authors whose works are appropriate to the junior high school.

**French 4. Selected French prose and poetry (elective).** Miss BRADFORD. Fourth year. Thirty-eight weeks, four periods a week. Four units.

Intensive study of the works of representative authors, with the chief aims of appreciation of the literature and the establishing of a first-hand knowledge of the life and ideals of another people. French is the language of the classroom.

#### *Physical Education.*

**Physical Education 1 and 2. Gymnasium work for all students.** Miss CRONIN and Miss LEACH. First and second years. Thirty-eight weeks, three periods a week.

The course is outlined in the elementary department.

**Physical Education 3 and 4.** Miss CRONIN and Miss LEACH. Third and fourth years. Thirteen weeks, three periods a week. One unit.

(a) Special development of field meets, pageants, athletic tournaments; (b) experience in coaching and refereeing in athletics; (c) methods of teaching hygiene; (d) community hygiene.

#### *Science.*

**General Science 2. Applied science.** Mr. SHAW. First year. Thirteen weeks, four periods a week, including work in the laboratories.

The chemistry of human activity in the home, school, industries and farming. In this course attention is given to the orderly study of chemical facts, with their simple interpretation and application to human needs. Considerable attention is also given to laboratory procedure, to furnish the basis for the later courses in chemistry.

**General Science 3. Economic chemistry (elective).** Mr. SHAW. Third or fourth year. Thirty-eight weeks, four periods a week. Three units.

The purpose of the course is to prepare to teach general science and high school chemistry.

The first part includes so much of chemical analysis as is essential to an intelligent and effective study of industrial and economic chemistry. The student learns how to organize chemical facts for a definite purpose, gains insight into chemical processes and procedures, and acquires a useful mastery of laboratory technique. The second part affords opportunity to elect work in water analysis, milk analysis, soil and fertilizer analysis, food inspection and mineral analysis.

**General Science 4. Applied science (elective).** Mr. JACKSON. Second year. Thirteen weeks, three periods a week, including work in the laboratories. One unit.



The aim is to develop power to interpret common physical phenomena in the light of the principles that underlie them; also to prepare the student to use the laws of physics as involved in other subjects.

**General Science 5. Applied physics (elective).** Mr. JACKSON. Third year. Thirteen weeks, five periods a week, including laboratory exercises and accompanying discussions. Two units.

Physics in some of its simpler relations to home and community life. Individual laboratory work in mechanics, heat, light, sound and electricity, for experience in the use of apparatus, for some appreciation of the way in which scientific truths are learned, and for answering specific questions in regard to household interests and the experiences of common life. In large measure the method of units and projects is followed.

**General Science 6. Methods in science teaching (elective).** Mr. SHAW. Fourth year. Twenty-six weeks, two periods a week.

Familiarity with current methods and courses by visits to several typical junior high and senior high schools, and by critical study of recent text-books and published courses.

Working out of typical projects and lesson plans.

History of high school science teaching.

**Nature Study and Gardening.** Miss GRISWOLD and Mr. STEARNS. First year. Twenty-six weeks (necessarily including one spring and one fall term), three periods a week.

These courses are outlined in the elementary department.

**Gardening 3.** Mr. STEARNS. First year. Thirteen weeks in greenhouse and garden, one period a week.

*School Gardening.*—Each student applies this study by cultivating a vegetable garden. Seeds are tested, plans are arranged for each garden, soil is prepared for seeds and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes, and direct groups of children in planting these gardens.

**Gardening 4. Gardening, care of orchard, supervision (elective).** Mr. STEARNS. Second year. Thirty-eight weeks, two periods a week. Two units.

This course is planned for students who are preparing to help in increasing the number and the value of home and school gardens. It includes propagation of plants from seeds, bulbs, cuttings, layering, root-division; crown grafting, cleft grafting, budding, pruning and spraying fruit trees and hedges; construction and use of cold-frames; garden plans; supervision of children's gardening.

**Civic Biology.** Miss GRISWOLD and Mr. STEARNS. Third year. Thirteen weeks, two class periods and two laboratory periods a week. One unit.

This course includes matters pertaining to public health, bacteria in relation to disease control, animal pests, forestry and other community problems.

**General Biology.** Miss GRISWOLD. Second year. Thirty-eight weeks, two class periods and two laboratory periods a week. Three units.

The course in biology offers opportunity to study plants and animals with reference to their environment. It aims to give some understanding of "life-processes", and the methods by which these are carried out in different groups. The course also includes some study of heredity.

**Geography 1. Physiography.** Mr. SHAW. First year. Thirteen weeks, four periods a week in the laboratory.

The course includes the practical study of common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries; some effects of heat and chemicals upon minerals, with reference to the industries.

The following physiographic agencies are studied: the mechanical and chemical action of the atmosphere; steam and river action; the ocean as an agent of change; ground water in relation to caves, springs, geodes, and mineral veins; glacial action; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

**Geography 3. Junior high school methods.** Mr. SINNOTT. Second year. Twenty-six weeks, four periods a week.

The material of this course is organized to serve as a basis for departmental teaching in the upper grades, and includes (1) the work as outlined in Geography 2; (2) a study of the natural regions of our own country; (3) a comprehensive study of America and Europe; (4) a careful study of a few of the typical industries to determine their importance and the geographical factors that have influenced their development, together with their influence upon other industries.

**Geography 4. (A) Advanced regional geography. (B) Correlation of geography and history. (Elective.)** Mr. SINNOTT. Third year. Thirty-eight weeks, three periods a week. Three units.

(A) Selected regions are studied to determine: (1) basis upon which the selection of the region is made; (2) geography of the region; (3) how the region has affected local activities; (4) contribution of the region to the world; (5) great natural regions of the continents.

(B) A study of the leading nations to determine: (1) important facts of world's industry and commerce; (2) influence of geographic environment upon human activities; (3) operation of geographic factors in history; (4) international relationships.

**Geography 5. (A) Advanced physical geography. (B) Economic geography. (C) Mathematical geography. (Elective.)** Mr. SINNOTT. Fourth year. Thirty-eight weeks, three periods a week. Three units.

(A) A study of the facts of physiography, geology and meteorology as factors influencing human development.

(B) A study of the physical basis of commerce and industry; foodstuffs, raw materials, power, manufactures, markets, transportation; distribution of industries; laws of trade; routes of trade; place of the United States in commerce and industry.

(C) A study of astronomical phenomena as factors influencing the distribution and activities of men; effects of earth's form and motions; determination of latitude and longitude; measurement of time; calendars; seasons; distribution of heat; map projection and construction; government surveys.

**Geography 6. The industrial development of the nineteenth century (elective).** Mr. SINNOTT. Fourth year. Nineteen weeks, three periods a week. Two units.

A course designed to give the student an understanding of the rapid industrial progress of the last century as influenced by such factors as: the invention of machinery; division of labor; growth of education; application of science to industry; improvement in methods of transportation; new areas of production; organization of labor and capital; new economic policies.

### *Social Studies.*

**History 3.** Miss ROTH or Mr. ARNOLD. First year. Thirty-eight weeks, four periods a week. 3 units.

A study of the development of American institutions and ideals in the political, social and economic worlds, through European history to the present time. The aims and methods of teaching history and community civics in junior and senior high school are discussed.

**History 4. World history.** Miss ROTH. Second year. Thirty-eight weeks, three or four periods a week. Three units.

A survey of human progress, to gain a conception of social development and a realization of man's upward march from the Stone Age until the present time.

**History 5. United States history (1885-1921) (elective).** Miss ROTH or Mr. ARNOLD. Third year. Thirteen weeks, three periods a week. One unit.

A study of the development of the United States during the last thirty-five years, with a view to interpreting present conditions in this country. The larger part of the time is given to the investigation of fundamental economic and political problems. The genesis and growth of trust, railroad and labor problems and their relation to the government; the trend toward centralization of power; the movement for more direct popular participation in government; the growth of the United States as a world power and her present status among the nations are made the subjects of special study.



**History 6. Modern European history (elective).** Miss ROTH. Third or fourth year. Thirty-eight weeks, three periods a week. Three units.

This course is designed to give the acquaintance with modern European history that an American of to-day needs in order to understand the conditions which led to the war of 1914 and to the problems which are now demanding a solution. Emphasis will be placed on the present political, social and economic movements in Europe, and their progress will be compared with the progress of these movements in the United States.

**History 7. Advanced American history (elective).** Miss ROTH or Mr. ARNOLD. Third or fourth year. Thirty-eight weeks, two periods a week. Two units.

A study of the historical documents and material of American history for a more intelligent interpretation of the economic, political and social development of the United States. It is designed for those preparing to teach history in the junior and senior high schools.

**History 8. The civilization of ancient and mediæval times (elective).** Miss ROTH. Third or fourth year. Thirty-eight weeks, three periods a week. Three units.

A study of the development of the political, social and economic life of ancient and mediæval times as a basis for an appreciation of the achievements of modern civilization.

#### *Sociology and Economics.*

**Sociology 1. Social-economic problems.** Mr. ARNOLD. Fourth year. Thirteen weeks, three periods a week. One unit.

Some of the problems which will be studied in this course are: the population of the United States; immigration; the standard of living; labor organizations; child labor; women in industry; unemployment; poverty; the liquor problem; criminology; penology; the feeble-minded and the insane; the conservation of human life.

**Sociology 2. Principles of sociology.** Mr. ARNOLD. Fourth year. Thirteen weeks, three periods a week. One unit.

This is a course in the fundamentals of sociology, and will include a study of: the methods of sociology and its place among the sciences; the historical evolution of society; the elements and structure of society; social organization and progress; the history of social theory.

**Economics 1. Principles of economics.** Mr. ARNOLD. Fourth year. Thirteen weeks, three periods a week. One unit.

Industrial expansion in the United States; consumption of wealth; production; distribution; monopolies; the tariff; monetary system of the United States; credit and banking; taxation; economic progress; and plans of economic reform.

#### *Observation and Practice Teaching.*

**Directed Observation in the Training School.** Miss NEWTON, Supervisor. Second year. Thirteen weeks, two periods a week.

The aim is to give familiarity with schoolroom conditions and methods as a basis for practice and detailed study of methods of teaching. It extends from the kindergarten through the grades in succession, under specific directions, with oral and written reports, and discussion.

**Practice Teaching. Intensive teaching in the training school.** Miss NEWTON, Supervisor. Third year. Thirteen weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

**Apprentice Teaching.** Miss NEWTON, Supervisor. Extensive teaching, under supervision, in the schools in near-by towns and cities. Third year. Thirteen weeks, all day.

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working. This experience is gained in upper grades or in departmental teaching in intermediate or junior high schools.



## CONDITIONS FOR GRADUATION.

Each student, who faithfully and honorably completes the full curriculum of any department, shall, upon the recommendation of the principal of the school, and with the approval of the Commissioner of Education, receive a diploma of graduation signed by the Commissioner of Education and the principal of the school.

### ADVANCED STUDENTS.

Graduates of colleges who desire to fit themselves to teach in the elementary grades or in the junior high school may select courses covering one year's work, for which a special diploma will be granted.

### GENERAL INFORMATION.

#### Location.

Bridgewater is one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

#### Buildings and Equipment.

The main school building is divided into three connecting sections, affording good light and air in all of the rooms. Front, rear and side entrances, and ample corridors and stairways, give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated by direct radiation and ventilated by the fan system, and has a heat-regulating apparatus and electric time and electric light service. One-third of the building is devoted to the training school.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium serves the school not only for physical training but also as a place for indoor sports, social gatherings and banquets.

Four residence halls have been erected and furnished by the State. Normal Hall, a new brick building, contains the administrative offices, a library and reading room, service rooms, refectory and dormitory rooms. Old Woodward Hall has sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new Woodward Hall, completed in September, 1911, contains ninety rooms. Each building has its own reception room, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

All of the buildings are equipped with a fire-alarm system and with modern fire-protective apparatus. The school has on its own grounds a powerful fire pump and hydrants, with standpipes in the buildings, and a private fire-alarm box.

The natural science garden, the gift of Mr. Albert Gardner Boyden, the former principal of the school, serves as an out-of-door laboratory for biology, geography and school gardening. The greenhouse, the working laboratory of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

#### The Campus.

Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

#### Expenses.

*Tuition.*—To residents of Massachusetts tuition is free. Residents of other States may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year;

provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

*Board.* — Rates for board are fixed by the State Department of Education, and are intended to cover the actual cost of food and service. The rate for the school year is \$250. This rate is payable in quarterly installments of \$62.50 each at the opening of school in September, and on December 1, February 1 and April 15. It is made on the basis of two students occupying one room and taking care of their room, except for those occupying Normal Hall, in which there are forty single rooms for students. An extra charge is made for board during the regular Christmas and Easter vacations.

*Laundry* work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge.

Payments must be strictly in advance, and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

*Memoranda for Gymnasium Outfit.* — The required *gymnasium uniform* consists of black bloomers, all-white middy blouse, black Windsor tie, black cotton stockings, high white sneakers (no heels). It is advisable to have three blouses.

*Shower Bath Equipment.* — (a) The school has been able to obtain at wholesale price large turkish towels to serve as bathrobe going to and from shower, as curtain, and as towel. Each girl is asked to purchase one (\$1.25) when she arrives. This will serve for two years at least, and will be laundered each time used, with no additional expense or trouble to the student. (b) A swimming cap. (c) A pair of cloth moccasins.

*Other Expenses.* — The use of textbooks is free. Students purchase their own notebooks and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

### Rooms in the Residence Halls.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring towels, napkin ring, clothes bag for laundry, and bed covering for single beds, which should include at least four single sheets and three pillow cases. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A laundry has been equipped in one of the dormitories, which may be used by the students free of charge. *Students are not allowed to use electric irons in their rooms.*

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school.

Candidates for admission who have applied for rooms in advance may select their rooms in September in the order of the date of their application.

### Pecuniary Aid.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given to students from the town in which the school is located. Applications are to be made to the principal. Applicants are expected to render reasonable service for the aid provided.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

### Government.

The discipline of the school is made as simple as possible. Students are expected to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct. An association of the students, under the guidance of the dean, organizes the details of the plan of self-government.

Regular and punctual attendance is required of every member of the school.



The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have, and receive regular dismissal; otherwise he must not expect to receive any indorsement from the school.

### **The Student Government Association.**

The object of the Student Government Association is to regulate all matters pertaining to the student life of its members which do not fall under the jurisdiction of the faculty; to further in every way the spirit of unity among the students of the school; to increase their sense of responsibility toward each other; and to be a medium by which the social standards of the school can be made and kept high. The work of the association is divided into the following lines of activity:—

The Student Council, composed of representatives from each of the classes, handles all matters which are of interest to the student body as a whole.

The Dormitory Council, made up of the officers living in the four residence halls, has as its fundamental duty the oversight of student conduct in the dormitories.

The Day Students' Council is composed of students who commute, and is interested primarily in questions which concern the students who do not live in the dormitories.

The Social Activities Committee is also a representative group of students, and it initiates and directs the social affairs of the school. This committee consults with the faculty council.

The Young People's Union is a non-sectarian organization which holds its meetings each Sunday evening in the reception room of one of the dormitories. Membership in the organization is voluntary, and the meetings, which are of a general religious nature, are open to all who wish to attend. Three members of the faculty serve as advisers to the union.

The association appoints a Hospitality Committee each year, whose primary duty is to welcome and assist new students upon their arrival at the school. On entrance examination days and the first days of the school year, members of this committee meet all trains and trolleys and conduct newcomers to the school.

### **HISTORICAL SKETCH.**

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On December 28, 1838, the Board voted to establish the other two at Lexington and Barre. These schools were opened in 1839.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for the school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened September 9, 1840,** with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the



first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906, and principal emeritus from 1906 to 1915.

The present principal was appointed in 1906.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent, at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden. In 1915 an appropriation of \$237,000 was made to replace Normal Hall with brick buildings.

In 1846 the course of study required three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided. In 1916 the first steps were taken toward forming a junior high school department.

The four-year course was discontinued and a new three-year course organized to meet the needs of junior high school teachers. In 1921 a new four-year course was organized to meet the requirements for the degree in Education.



FAMILIAR SCENES AROUND NORMAL SCHOOL.





## REGISTER OF STUDENTS.

1923-1924.

## Special Students.

Butler, Jean Ellen, St. George's, Newfoundland, Sandy Point.  
Women, 1.

## I. Elementary Department.

## FIRST-YEAR STUDENTS (CLASS 153, ENTERING 1923).

Adams, Dorothy May, Taunton, 433 Middleboro Avenue.  
Adams, Madeline Gleason,<sup>1</sup> Brockton, 28 Central Square.  
Allen, Barbara, South Weymouth, 951 Front Street.  
Allen, Grace Margaret, Bradford, 33 Kingsbury Avenue.  
Anderson, Louise Christine, Pembroke, Center Street.  
Ashley, Sophronia Wood, Acushnet, 595 Main Street.  
Astley, Edith May, New Bedford, 51 Norman Street.  
Barash, Mollie, Fall River, 242 Fifth Street.  
Bedrick, Eva, Fall River, 53 Cherry Street.  
Booth, Nellie Elizabeth, New Bedford, 19 Willard Street.  
Brady, Elizabeth Agnes, Taunton, 94 Berkley Street.  
Brownell, Gladys Louise, Plymouth, 5 Stephens Street.  
Burdling, Dorothy Elizabeth, New Bedford, 92 South Street.  
Cahill, Catherine Lee, East Braintree, 65 Hobart Street.  
Cahoon, Sabra Holway, Chatham, Main Street.  
Cardoza, Victorina Silveria, New Bedford, 60 Hall Street.  
Cole, Mary Agnes, New Bedford, 1143 Rockdale Avenue.  
Currier, Arline Jewell, Dedham, 1 Needham Street.  
Curtin, Elizabeth Helena, Weymouth, 31 Riley Avenue.  
Dean, Doris Browning, Taunton, 11 West Weir Street.  
Desmond, Kathryn Marie, Randolph, 20 Howard Street.  
Desrochers, Blanche Leona, Fall River, 829 North Underwood Street.  
Drake, Esther Frances, South Braintree, 36 Central Avenue.  
Dustin, Carolyn Leighton, West Wareham.  
Farrar, Elizabeth Mae, Assinippi, Washington Street.  
Farrell, Winifred Hallisey, Bridgewater, 254 Park Avenue.  
Flinck, Tyyne Maria, Quincy, 6 Isabella Street.  
Fraser, Isabel Barbara, Quincy, 100 Pleasant Street.  
Freeman, Marie Reina, Brockton, 72 Richmond Street.  
Furlong, Edith Lillian, Wollaston, 166 West Elm Avenue.  
Gannett, Dorothy Phyllis, Scituate, Willow Street.  
Garvin, Eleanor Louise, Weymouth, 30 Summer Street.  
Gavin, Loretta Cecelia, Fall River, 67 Mason Street.  
Gervais, Agnes Greta, Abington, 23 Cottage Street.  
Gilliatt, Hilda Blanche, Wellfleet.  
Glick, Edith Goldie, Bridgewater, 55 Broad Street.  
Goggin, Katherine Theresa, Fairhaven, 23 Allen Street.  
Greene, Grace Evelyn, New Bedford, 77 Dartmouth Street.  
Griffin, Elizabeth Katherine, Randolph, 18 Short Street.  
Hall, Grace Smith, Swansea, Box 176.  
Hammond, Ruth Frances, Beverly, 18 Columbus Avenue.  
Harding, Edna Frances, West Chatham.  
Harris, Murial Grace, Squantum, 51 Pratt Road.  
Hayden, Estella Carolyn, New Bedford, 301 Cedar Street.  
Hogan, Edna Veronica, Taunton, 12 Anawan Street.  
Hollis, Lucie Eyllen, South Weymouth, 25 Bates Avenue.  
Holmstrom, Ruth Mathilde, New Bedford, 61 Bay Street.

<sup>1</sup> Present part of first term.

Horton, Myra Noble, Wellfleet.  
 Howard, Isabelle Geddes, South Easton, Purchase Street.  
 Howard, Olive Emily, South Easton, Purchase Street.  
 Hulsman, Helen Louise, Middleborough, 9 Warren Avenue.  
 Irwin, Alice May, New Bedford, 68 DeWolf Street.  
 Jensen, Esther Marie, Atlantic, 62 Holmes Street.  
 Johnson, Signe Linea, North Easton, Bay Street.  
 Judge, Emily Mary, Fall River, 32 Haffards Street.  
 Knipe, Margaret, Winthrop, 43 Lowell Road.  
 Knowles, Elizabeth Wright, Hull, 125 Spring Street.  
 LaBrache, Eleanor Elizabeth, Brockton, 27 Turner Street.  
 Leahy, Mary Josephus, Middleborough, 18 Pearl Street.  
 Leary, Mary Catherine, Fall River, 308 Linden Street.  
 Lee, Annie Davies, Middleborough, 19½ Pearl Street.  
 Lovejoy, Elizabeth Lane, Fairhaven, 5 Wilding Street.  
 Lubinsky, Ida Bernice, Fall River, 111 June Street.  
 Luiz, Mary Trigueiro, New Bedford, 54 Acushnet Avenue.  
 Mackillop, Lucile Blessington, Middleborough, 11 North Street.  
 Macomber, Ruth Eleanor, Fall River, 1126 Meridian Street.  
 McAloon, Gertrude Agatha, Taunton, 83 Washington Street.  
 McDonald, Mary Veronica, Fall River, 661 Third Street.  
 McEvoy, Kathryn, Brockton, 84 Ellis Street.  
 McKean, Ella May, Braintree, 40 Robinson Avenue.  
 McKenzie, Florence Alice, Weymouth, 12 Elliot Street.  
 McManus, Helen Margaret, Taunton, 26 Kilton Street.  
 McManus, Marguerite Susan, Rockland, 89 Spring Street.  
 McQuillan, Alice Agnes, Fall River, 30 Bogle Street.  
 McRae, Alice Georgiana, Taunton, 12 Danforth Street.  
 Mellor, Lillian Emma, Fairhaven, 9 Wilding Street.  
 Menice, Elsie May, Taunton, 6 Lane's Avenue.  
 Morrissey, Agnes Josephine, Rockland, 191 Liberty Street.  
 Mullaney, Helen Teresa, Fall River, 128 Jones Street.  
 Murphy, Grace Agnes, Avon, East Main Street.  
 Nickerson, Arletta, East Weymouth, 605 Commercial Street.  
 Nickerson, Emily Mae, South Chatham.  
 Noble, Agnes Irene, Fall River, 94 Haffards Street.  
 Noone, Elizabeth Veronica, Brockton, 57 North Warren Avenue.  
 Norris, Stella Bernice, Middleborough, South Main Street, R. F. D. No. 3.  
 O'Brien, Helen Amadeus, Fall River, 496 Fourth Street.  
 Ortolani, Clementine Louise, Plymouth, 8 Cherry Street.  
 Panno, Marion Louise, Chatham, Cross Street.  
 Parry, Emma Wilhelmina, East Taunton, R. F. D.  
 Perry, Josephine Agnes, Mattapoisett, 10 Mechanic Street.  
 Phillips, Marion Isabel, Fall River, 128 Osborn Street.  
 Phillips, Ruth Eliza, Oak Bluffs, New York Avenue.  
 Pollard, Emilie Mary, Taunton, 116 West Britannia Street.  
 Pratt, Helen Gladys, Rockland, R. F. D. No. 171.  
 Price, Eva Gladys, Weymouth, 79 Webb Street.  
 Pring, Bernice Lillian, Taunton, 56 Worcester Street.  
 Ptak, Nora, Taunton, 318 Middleboro Avenue.  
 Rawlinson, Mary Eleanor, Belmont, 51 Marion Road.  
 Rideout, Loretto Agnes, Stoughton, 50 Clapp Street.  
 Riley, Isabel Frances, Watertown, 12 Carver Road.  
 Russell, Clara Horne, New Bedford, 286 Wood Street.  
 Sample, Elizabeth Carroll, Bridgewater, 60 Park Avenue.  
 Sawyer, Catherine Harriman, Harwich, Box 77.  
 Searrell, Doris Catherine, New Bedford, 54 Summer Street.  
 Shea, Mary Louise, Quincy, 40 Gilmore Street.  
 Simmons, Harrythea Margaret, Fall River, 280 Barnaby Street.  
 Slade, Genevieve, Fairhaven, 138 Laurel Street.

Stevenson, Arlene Mae, Brockton, 39 Huntington Street.  
 Stone, Elizabeth Williams, Taunton, 133 Winthrop Street.  
 Sukowske, Eva Henrietta, Dedham, 67 Barrows Street.  
 Sullivan, Margaret Mildred, Fall River, 121 Dover Street.  
 Tolman, Elizabeth Crane, Islington, 94 Washington Street.  
 Tower, Dorothy Frances, Melrose, 109 Highland Avenue.  
 Tucker, Alice Florence, Arlington, 15 Water Street.  
 Turner, Margaret Jean, Fall River, 579 North Main Street.  
 Walker, Elisabeth, Braintree, 35 Hollingsworth Avenue.  
 Wardwell, Dorothy Evelyn, Bridgewater, South Street.  
 Webber, Mabel Louise, New Bedford, 386 Maxfield Street.  
 Wegelius, Anne Aallotar, Quincy, 79 Suomi Road.  
 West, Marjorie Lincoln, North Pembroke, Washington Street.  
 Wood, Marie Celeste, Quincy, 112 Butler Road.  
 Wood, Miriam Lucretia, North Attleborough, 474 North Washington Street.  
 Young, Catherine Verna, Winthrop, 3 Bayon Street.  
 Women, 123.

#### SECOND-YEAR STUDENTS (CLASS 152, ENTERING 1922).

Anderson, Edith Charlotte, Campello, 1224 Main Street.  
 Anderson, Marion Louise, Brockton, 50 West Park Street.  
 Andrews, Lillian, Somerville, 18 Walnut Road.  
 Augustine, Isola Gotfrida, Brockton, 66 Linnea Avenue.  
 Bailey, Marjorie Campbell, South Duxbury, Tremont Street.  
 Barden, Ruth LeBaron, Middleborough, 5 Court End Avenue.  
 Berry, Alice Dunbar, West Harwich.  
 Bowden, Rachel Fletcher, West Medford, 92 Monument Street.  
 Brady, Madelynne Dorothy, Bridgewater, 113 Union Street.  
 Bragazzi, Marie Rose, Brockton, 237 North Warren Avenue.  
 Bryant, Esther Elizabeth, Middleborough, 56 Everett Street.  
 Buck, Katharyn, Medford, 64 Princeton Street.  
 Buckley, Ruth Mary, Taunton, 43 Purchase Street.  
 Carr, Lucy May, Stoneham, 46 High Street.  
 Carroll, Maybelle Louise, Brockton, 1015 North Main Street.  
 Casella, Caroline Margaret, Taunton, 6 Maxwell Street.  
 Cash, Esther Gertrude, Stoneham, 10 Collincoate Street.  
 Chase, Zillah Lydia, New Bedford, 21 Junior Street.  
 Cirelli, Ida, Brockton, 340 North Main Street.  
 Cole, Sadie Forrester, North Plymouth, 390 Court Street.  
 Conant, Helen Edith, Abington, 20 Everett Street.  
 Congdon, Dorothy Burgess,<sup>1</sup> Monument Beach.  
 Costello, Gladys Mae, Whitman, 53 Laurel Street.  
 Crosby, Dorothea, Somerville, 34 Rush Street, rear.  
 Crossland, Edith Viola, Lawrence, 90 Boxford Street.  
 Crowley, Margaret Driscoll, Fall River, 140 Stafford Road.  
 Daley, Anna Louise, Taunton, 15 Jefferson Street.  
 Dantonio, Theresa Mary, Brockton, 11 Willard Avenue.  
 Davis, Lolita Cornelia, New Bedford, 194 Summer Street.  
 Deacon, Harriet, Nantucket, 114 Main Street.  
 Dean, Mary Anna, Randolph, 26 Silver Street.  
 del Toro, Isolina, San Juan, Porto Rico.  
 Dondis, Hannah Florence, Fall River, 42 Woolley Street.  
 Donovan, Margaret Loretta, Randolph, 90 Cottage Street.  
 Drake, Louise, Townsend, Turnpike Road.  
 Drew, Ruth Marie, Somerville, 42 Mount Vernon Street.  
 Driscoll, Margaret Elizabeth, Fall River, 904 Middle Street.  
 Dunham, Marion Louise, Attleboro, 65 Dunham Street.  
 Dunn, Mary Susanna, Taunton, 35 Ashland Street.

<sup>1</sup> Present first and second terms.



Dwyer, Frances Veronica, Fall River, 142 Fourth Street.  
 Eames, Gladys Marion, North Carver, Plympton Street.  
 Eldredge, Hetty Roxane, Chatham, Cross Street.  
 Farrell, Mildred Dorothy, Fall River, 508 Ridge Street.  
 Fitzgerald, Helen Catherine, New Bedford, 272 Palmer Street.  
 Foy, Marion Elizabeth, Quincy, 13 Eliot Street.  
 Friedman, Anna Rosamond, Fall River, 415 Fourth Street.  
 Ganley, Ella Augusta, Dudley.  
 Gelinas, Josephine Marion, Rockland, 614 Liberty Street.  
 Gibb, Edith Marion, Dedham, Babcock Terrace.  
 Goulart, Florence Bernard, Fairhaven, Sconticut Neck, Box 302.  
 Greene, Gertrude Mary Agatha, Franklin, 28 Stubbs Street.  
 Hall, Irene, Dennis.  
 Hardy, Helen Bernice, <sup>1</sup> Rockland, Me., 7 Granite Street.  
 Harlow, Lydia, Rockland, 47 Blanchard Street.  
 Hathaway, Flora Alberta, Lakeville, Main Street.  
 Henderson, Ethel, Norwell, Main Street.  
 Holmquist, Alma Florence, Avon.  
 Hopkins, Nina Amanda, Chatham, Main Street.  
 Hubbard, Mary Frances, Billerica.  
 Hurst, Natalie Clark, Fall River, 20 Grant Street.  
 Jacobs, Hazel Dyer, Dudley.  
 James, Florence Rita, Fall River, 1298 North Main Street.  
 Keane, Helen Gertrude, Fall River, 60 Ridge Street.  
 Kennedy, Margaret Anna, Fall River, 176 Washington Street.  
 Kingsley, Julia, Swansea, R. F. D. No. 2.  
 Lamb, Ann Ward, West Quincy, Furnace Brook Parkway.  
 Leonard, Edna Sanborn, East Bridgewater, 445 Plymouth Street.  
 Leonard, Lois Ellen, Raynham, Elm Street.  
 Leonard, Mildred Louise, Brockton, 31 Lyman Street.  
 Look, Ella Williams, <sup>2</sup> Vineyard Haven, R. F. D.  
 Lowry, Esther Allen, West Medford, 61 Irving Street.  
 Lubinsky, Alice, Fall River, 202 Spring Street.  
 Lydon, Irene Patricia, Abington, 112 Summer Street.  
 Lynch, Blanche Margaret, Bridgewater, 439 Main Street.  
 Lyons, Eleanor Frances, Holyoke, 49 Linden Street.  
 MacLachlan, Edith, Fall River, 625 Walnut Street.  
 Mansfield, Vivian Alma, Kingston.  
 McArdle, Elizabeth Claire, Fall River, 194 Diman Street.  
 McCarthy, Jane Evelyn, Brockton, 18 Hamilton Street.  
 McClusky, Marjorie, Middleborough, 106 Pearl Street.  
 Menice, Victoria Frances, Taunton, 6 Lane's Avenue.  
 Merry, Ruth Emory, Duxbury, Washington Street.  
 Murphy, Emilie Agnes, North Easton, Elm Street.  
 Nascimento, Lillian May, Brockton, 65 Glenwood Street.  
 Nickerson, Helen Louise, South Chatham.  
 Norton, Mary Isabel, Brockton, 11 Annis Court.  
 Noyer, Alice, Taunton, 517 Somerset Avenue.  
 O'Brien, Emily Margaret, Fall River, 311 Fountain Street.  
 O'Keefe, Anna Veronica, Taunton, 44 Jefferson Street.  
 Peck, Evelyn Louise, Plymouth, 280 Court Street.  
 Pepper, Edith Mildred, Taunton, 10 Madison Street.  
 Perry, Frances Evelyn, Orleans.  
 Peterson, Helen Kerstie, Attleboro, 5 Orange Street.  
 Pietsch, Louise Helen, Taunton, 334 West Britannia Street.  
 Popkin, Nathalie, Fall River, 181 Spring Street.  
 Pratt, Katherine Adeline, Bridgewater, 238 Park Avenue.  
 Ryder, Frances Sears, Brewster.  
 Savary, Helen Frances, Wareham, Great Neck Road.

---

<sup>1</sup> Present first term.

<sup>2</sup> Present part of first term.

Scanlon, Margaret Helen, Lawrence, 50 Hillside Avenue.  
 Shea, Margaret Mary, Fall River, 401 Whipple Street.  
 Silvia, Doris Winnifred, Brockton, 140 North Pearl Street.  
 Smith, Grace Rankin, East Bridgewater, Folsom Avenue.  
 Smith, Millie Frances, Oak Bluffs, New York Avenue.  
 Smith, Nora Margaret, Kingston, Brook Street.  
 Somers, Ruth Abbie, Medford Hillside, 25 Chester Avenue.  
 Soule, Elizabeth Parker, Millbrook, Tremont Street.  
 Spates, Mildred Bertha, Onset.  
 Spencer, Mildred Arline, Fall River, 737 Stafford Road.  
 Sprague, Helen Margaret, Brockton, 45 Howard Street.  
 Staples, Amey Peirce, <sup>1</sup> Myricks, Peirce Avenue.  
 Sullivan, Barbara Mary, Brockton, 454 Crescent Street.  
 Sullivan, Ruth Remegius, Brockton, 37 Coburn Street.  
 Swansey, Elizabeth Mary, New Bedford, 27 Harrison Street.  
 Twomey, Mary Agnes, East Dedham, 78 Maverick Street.  
 Usher, Sarah Mae, Milford, Box 127.  
 Wessells, Bessie Louise, Winthrop, 214 Somerset Avenue.  
 Wilbar, Edith Bradford, Brockton, 203 Pearl Street.  
 Williams, Elizabeth Irene, Fall River, 76 Shawmut Street.  
 Woodward, Mabel Roxanna, Bournedale, Long Pond.  
 Women, 119.

## II. Kindergarten-Primary Department.

### FIRST-YEAR STUDENTS (CLASS 153, ENTERING 1923).

Aldrich, Marian Heath, Taunton, 401 Somerset Avenue.  
 Archibald, Alice Dorothy, Bradford, 458 Main Street.  
 Day, Miriam, Lexington, East Street.  
 Lancy, Linda Tower, <sup>2</sup> Haverhill, 89 Lawrence Street.  
 Pennington, Marjorie Estelle, North Abington, 454 Adams Street.  
 Southwick, Marjorie Louise, Reading, 131 Ash Street.  
 Tammett, Mildred Evelyn, South Duxbury, Chestnut Street.  
 Walker, Rachel Gwendolyn, Holbrook, 28 Linfield Street.  
 Weeman, Lois Miriam, Bridgewater, 38 Spring Hill Avenue.  
 Wellman, Evelyn, <sup>1</sup> South Duxbury, Bay Road.  
 Women, 10.

### SECOND-YEAR STUDENTS (CLASS 152, ENTERING 1922).

Bond, Hazel Magda, Brockton, 432 Pleasant Street.  
 Davis, Kathryn Louise, New Bedford, 82 Morgan Street.  
 Drake, Mary, Wollaston, 333 Highland Avenue.  
 Ellis, Mildred, Wellesley Hills, 2 Cushing Road.  
 Mason, Dorothy Susan, Westborough, 31 West Street.  
 O'Brien, Alice Mary, New Bedford, 101 Robeson Street.  
 Paine, Mrs. Harriet Cornwall, East Bridgewater, 354 Bedford Street.  
 Smith, Harriette Ethel, Winchester, 1 Wildwood Street.  
 Wilkinson, Marion Haynes, Andover, 36 High Street.  
 Women, 9.

### THIRD-YEAR STUDENTS (CLASS 151, ENTERING 1921).

Baker, Esther Marion, Marshfield, P. O. Box 72.  
 Dame, Marjorie May, Atlantic, 78 Botolph Street.  
 Fahey, Marion Elizabeth, Fall River, 409 Middle Street.  
 Falk, Audrey Arabell, Bridgewater, Main Street.  
 Mackie, Doris Mildred, Brockton, 409 Spring Street.  
 McLaughlin, Sara Beatrice, Bridgewater, 17 Pearl Street.  
 Stearns, Miriam Howard, Bridgewater, 206 Park Avenue.  
 Women, 7.

<sup>1</sup> Present first term.

<sup>2</sup> Present part of first term.

### III. Intermediate Department.

#### FIRST-YEAR STUDENTS (CLASS 153, ENTERING 1923).

Bain, Ina Marie, Quincy, 14 Bay View Street.  
 Booth, Winifred, Fall River, 282 Barnaby Street.  
 Bowden, Martha Margaret, Fall River, 36 Buckley Street.  
 Cooney, Catherine Joyce, North Brookfield, North Main Street.  
 Edson, Hazel Raymond,<sup>1</sup> East Bridgewater, 68 Water Street.  
 Flood, Minerval Nellie, Brockton, 70 Woodland Avenue.  
 Herrick, Helen,<sup>1</sup> East Bridgewater, 256 Pleasant Street.  
 Kennedy, Mildred Emma, Fall River, 298 Cypress Street.  
 Knowles, Della Linwood, Orleans.  
 LeCompte, Myrtle Ruth, North Attleborough, 58 Broad Street.  
 Little, Jessie Lucretia, Reading, 154 High Street.  
 Marchant, Grace Ella,<sup>1</sup> East Bridgewater, 82 Elm Street.  
 Melia, Helen Margaret, Fall River, 477 Middle Street.  
 Mitchell, Dorothy Osgood, Bradford, 54 Allen Street.  
 Padelford, Helen Charlotte, Fall River, 126 June Street.  
 Padelford, Ruth, Fall River, 2050 Highland Avenue.  
 Powers, Mary Agnes, Brockton, 536 Center Street.  
 Prindle, Marion Gladys, North Abington, 326 North Avenue.  
 Richards, Mildred Rita, North Attleborough, 317 North Washington Street.  
 Rocha, Olivia, Fall River, 391 Middle Street.  
 Saley, Abbie Gannett, Abington, 522 Washington Street.  
 Sweeney, Agnes Veronica, Plymouth, 65 Oak Street.  
 Thompson, Catherine Burns, Bridgewater, 57 Plymouth Street.  
 Wiley, Mary Harper, Fall River, 539 President Avenue.  
 Women, 24.

#### SECOND-YEAR STUDENTS (CLASS 152, ENTERING 1922).

Anderson, Viola Elsie, South Braintree, 63 Pond Street.  
 Balboni, Mary Albina, Bridgewater, 58 Spring Street.  
 Boutilier, Maggie Hazel, Taunton, 20 Crapo Street.  
 Bradley, Helene English, Ware, 9 Barnes Street.  
 Campbell, Bernice Bradshaw, Campello, 12 Wilkins Place.  
 Carroll, Elizabeth Cholerton, Bridgewater, 12 Park Terrace.  
 Conner, Alice Mary, Brockton, 555 Montello Street.  
 Cummings, Beatrice Tunnicliffe, Ware, 96 Church Street.  
 Dorney, Anna Gertrude, North Brookfield, 5 Willow Street.  
 Doyle, Mary Margaret, North Brookfield, North Main Street.  
 Dunbar, Doris Mae, Brockton, 33 Martin Street.  
 Farren, Margaret Ellen, Bridgewater, 42 Pearl Street.  
 Fox, Alice Helen, Bridgewater, 210 Broad Street.  
 Francis, Eleanor Morris, Avon, 13 East Spring Street.  
 Gattrell, Elizabeth Dorothy, Newburyport, Curzon Mill Road.  
 Goodrich, Martha Christine, Lee, Pleasant Street.  
 Hastings, Ruth King, Taunton, 51 White Street.  
 Hayden, Clare Joyce, New Bedford, 511 County Street.  
 Isherwood, Miriam Alice, Fall River, 2107 South Main Street.  
 Keating, Anna Emeline, Somerville, 62 Ibbetson Street.  
 King, Betty, Peabody, Forest Street.  
 Knight, Mary Carolyn, Newburyport, 29 Purchase Street.  
 Lamb, Gertrude Prentiss, Franklin, 86 Pleasant Street.  
 Lawn, Anne Marie, Newton, 27 Thornton Street.  
 MacLeod, Dorothy Marion, Quincy, 35 Verchild Street.  
 McGrath, Ruth Evelyn, North Abington, 306 North Avenue.  
 McMillan, Margaret Dorothy, Fall River, 142 High Street.  
 Moore, Ethel Louise, New Bedford, 74 DeWolf Street.

<sup>1</sup> Present part of first term.



Morin, Mary Louise, Bridgewater, 180 Broad Street.  
 Perkins, Isabella Greene, Bridgewater, 168 Main Street.  
 Richmond, Ethel Girard, Middleborough, R. D.  
 Ryan, Mary Louise, Fall River, 292 Warren Street.  
 Sheehan, Margaret Patricia, Norwood, 89 Monroe Street.  
 Studley, Eleanor Florence, Brockton, 19 Wellington Street.  
 Wade, Flora Lydia, West Dennis.  
 Wentworth, Helen Emily, Haverhill, 15 Monroe Street.  
 Williams, Dorothy Erma, Sturbridge, Main Street.  
 Women, 37.

### THIRD-YEAR STUDENTS (CLASS 151, ENTERING 1921).

Davidson, James Edward, Abington, 20 Chapel Street.  
 O'Neill, George Meade, Greenwood, Arundel Avenue.  
 Byrne, Catherine Rose, Brockton, 7 Owens Avenue.  
 Carr, Edna Gertrude, Fall River, 65 Oxford Street.  
 Collins, Waltrude Kathryn, Andover, 15 Union Street.  
 Conant, Mary Robinson, Falmouth.  
 Coulson, Rosina Ruth, Whitman, 154 Cedar Street.  
 Doherty, Eileen Elizabeth, New Bedford, 270 Allen Street.  
 Duffy, Hazel Mae, New Bedford, 634 Cottage Street.  
 FitzGerald, Clare Beatrice, Rockland, 603 Union Street.  
 Fitzgibbons, Johanna Eileen, Rockland, 421 Union Street.  
 Flood, Dorothea Agnes, Brockton, 70 Woodland Avenue.  
 Fournier, Jeannette Alice, New Bedford, 186 Cove Street.  
 Gida, Mary Victoria, New Bedford, 24 Morton Court.  
 Gizarelli, Esther Rita, Brockton, 166 School Street.  
 Griffith, Marjorie, South Carver.  
 Hall, Charlotte Louisa, West Upton.  
 Hall, Sylvia Annie, West Harwich.  
 Hammond, Ruth Doris, Wareham, 261 Main Street.  
 Heacock, Florence Edith, Brockton, 857 Warren Avenue.  
 Holmes, Annie Alice, Bridgewater, 827 High Street.  
 King, Margaret Marcellina, Brockton, 812 North Montello Street.  
 Lanman, Frances May, Abington, 595 Washington Street.  
 Lawson, Amy Gertrude, Brockton, 280 Copeland Street.  
 Lynch, Anna Louise, Stoughton, 144 Canton Street.  
 McHugh, Margaret Anne, Rockland, 24 Dublin Row.  
 McKenney, Norine Gertrude, Brockton, 61 Wyman Street.  
 McKenzie, Christina Mayvete, North Billerica, Carlisle Road.  
 McLaughlin, Margaret Monica, Lawrence, 52 Cambridge Street.  
 Monks, Florence Louise, Brockton, 201 Copeland Street.  
 Newell, Gladys Jeanett, Watertown, 42 Stuart Street.  
 Nugent, Celia Agnes, Brockton, 78 Forest Avenue.  
 O'Brien, Miriam Teresa, Abington, 115 Rockland Street.  
 O'Hara, Lucia Ursula, Fall River, 786 Walnut Street.  
 Podgorska, Helen Louise, New Bedford, 16 Warren Street.  
 Russell, May Elizabeth, Jamaica Plain, 3 Laundale Terrace.  
 Savage, Elizabeth Belle, Springfield, 40 Cliftwood Street.  
 Siranossian, Sartenig, Bridgewater, 63 Oak Street.  
 Stiles, Bernice,<sup>1</sup> North Weymouth, 24 Pierce Court.  
 Sylvaria, Emily Frances, Mattapoisett, Baptist Street.  
 Terry, Mary, Nantucket, 10 Darling Street.  
 Turner, Katharine, Assinippi.  
 Wood, Alice, State Farm, 220 Conant Street.  
 Men, 2; Women, 41.

<sup>1</sup> Present first term.

## IV. Advanced Department.

## FIRST-YEAR STUDENTS (CLASS 153, ENTERING 1923).

Aherne, George Francis, North Abington, 243 Birch Street.  
 Altier, William John, Bridgewater, 409 Center Street.  
 Buckley, James William, Bridgewater, 170 Centre Street.  
 Condon, Joseph John, Bridgewater, 482 High Street.  
 Denham, Elwood Lewis, Whitman, 50 Perry Avenue.  
 Forrest, Frank Augustus,<sup>1</sup> Randolph, 46 Cottage Street.  
 Graves, Wilfred Harold, Williamsburg, 23 Main Street.  
 Hiatt, Robert Henry, South Weymouth, 30 Bates Avenue.  
 Jason, Richard Elliot, Provincetown, 403 Commercial Street.  
 Kerr, Elwin Merton, Natick, 47 High Street.  
 Kiley, Robert Carlton, South Braintree, 12 Hall Avenue.  
 Lankalis, Michael Thomas, Bridgewater, 86 Broad Street.  
 Marshall, Russell Burgess, Bridgewater, 55 Stetson Street.  
 Osborn, Robert James Needham, Duxbury, St. George Street.  
 Pelletier, Edmund Joseph, Avon, 70 East High Street.  
 Porter-Shirley, Carl Heartz, Attleboro, 14 Mechanic Street.  
 Saunders, Barkev Sahak, Bridgewater.  
 Abbiatti, Edna May, Quincy, 99 Verchild Street.  
 Alger, Evelyn Packard, West Bridgewater, North Elm Street, P. O. Box 232,  
 Brockton.  
 Annis, Doris Irene, Bridgewater, 131 Grove Street.  
 Bevan, Elsie, Bridgewater, 128 Park Avenue.  
 Blankinship, Edna Clifton, Marion.  
 Breiel, Marie Clinch, Brookville, 5 Upland Street.  
 Carney, Alice Louise, Randolph, 56 Cottage Street.  
 Colburn, Goldie Mae, Brockton, 282 Belmont Street.  
 Courtney, Evangeline, Whitinsville, 123 East Street.  
 Crahan, Ann Marie, Brockton, 33 Ford Street.  
 Demers, Geraldine Mary,<sup>1</sup> Haverhill, 18 Fay Avenue.  
 Désy, Whilma Claire, Fall River, 452 Osborne Street.  
 Donahue, Evelyn Marie, Stoughton, 84 Atherton Street.  
 Farrell, Eleanor Bradley, Gloucester, 164 East Main Street.  
 Frank, Mildred Helena, Haverhill, 1 Lambert Avenue.  
 Giberti, Josephine Magdalene, Middleborough, 19 Hillside Avenue.  
 Gruber, Bessie, Cambridge, 200 Columbia Street.  
 Hallaran, Dorothy Constance, Fall River, 59 Freedom Street.  
 Hayes, Marie Lorena, Brockton, 678 Main Street.  
 Humphrey, Louise Besse, Marion, Front Street.  
 Kapsis, Annie, Quincy, 8 Fowler Street.  
 Kelleher, Doris Marie, Brockton, 156 Auburn Street.  
 Linfield, Helen Frances,<sup>1</sup> Randolph, 676 South Main Street.  
 Lucey, Margaret Mary, Brockton, 39 Leavitt Street.  
 Marquette, Patience Alden, Bradford, 21 Fernwood Avenue.  
 McGaw, Eva Hamilton, Cohasset, Norfolk Road.  
 Mitrano, Eva,<sup>1</sup> Somerville, 710 Broadway.  
 Nichols, Marjorie, Fall River, 480 June Street.  
 Noel, Mary Louise, East Bridgewater, 75 Spring Street.  
 O'Brien, Margaret Mary, Easthampton, 104 Cottage Street.  
 O'Connor, Barbara Josephine,<sup>1</sup> Scituate.  
 Perrier, Barbara Rita, Plymouth, 12 Washington Street.  
 Peters, Doris Vernene, Haverhill, 131 Portland Street.  
 Pettengill, Pearl Miriam, Bradford, 14 Pleasant Street.  
 Reddy, Helena, Brockton, 87 Harvard Street.  
 Reece, Ruth, Brockton, 166 Summer Street.  
 Shea, Norma Gertrude, Fall River, 451 South Beach Street.

---

<sup>1</sup> Present part of first term.

Smith, Evelyn Linnea Virginia, Brockton, 76 Carl Avenue.  
 Smith, Marcella, Nantucket, 5 Chestnut Street.  
 Stevenson, Anna Louise, Vineyard Haven, Main Street.  
 Swift, Ruth Bentley, Winthrop, 36 Cottage Park Road.  
 Valois, Marie Blanche, New Bedford, 115 Park Street.  
 Warwick, Marion Emily, Woburn, 8 Davis Street.  
 Whitaker, Grace Isabel, Wrentham, 53 South Street.  
 Yuill, Elizabeth Alma, West Bridgewater, South Main Street.  
 Men, 17; Women, 45.

# SECOND-YEAR STUDENTS (CLASS 152, ENTERING 1922).

Buckley, John Joseph, Bridgewater, 170 Centre Street.  
 Campbell, Edward Lawrence, East Bridgewater, 358 West Union Street.  
 Cullinan, William Edward, Rockland, 62 Summit Street.  
 Dunn, John Robert, Brockton, 15 Lilley Avenue.  
 Goodnough, Harold Edgar, Bridgewater, 2041 South Street.  
 Healy, Leo Timothy, Brockton, 8 Essex Street.  
 Murphy, John Francis, East Bridgewater, Water Street.  
 Nims, Edward Hampton, Bridgewater, 97 Porter Place.  
 O'Donnell, Gerald Francis, Bridgewater, 327 Centre Street.  
 Paine, Milton Kinsley, Ludlow, R. F. D.  
 Pratt, Leon Frederick, Brookfield, 5 High Street.  
 Silva, Theodore Roosevelt, Provincetown, 421 Commercial Street.  
 Alden, Margaret,<sup>1</sup> Brockton, 43 West Chestnut Street.  
 Auger, Dorothy Virginia, East Weymouth, 292 Broad Street.  
 Blanchfield, Mary Ellen, Easthampton, 13 Holyoke Street.  
 Bluemer, Gertrude Wilhelmina, Brookfield, High Street.  
 Bryan, Mabel Gladys, Brockton, 83 Oakdale Street.  
 Byrne, Madeleine Courtney, Duxbury.  
 Carlson, Judith Marie, North Easton, 19 Reynolds Street.  
 Carroll, Margaret Catharine, Lynn, 113 Green Street.  
 Carter, Bessie Lillian, Andover, High Plain Road.  
 Chase, Olive Pierce, New Bedford, 205 Shawmut Avenue.  
 Chase, Sadie Frances, Orleans.  
 Churchill, Virginia, Elmwood, 104 West Street.  
 Condon, Elizabeth Theresa, Randolph, 58 Union Street.  
 Conroy, Mary Helena, Fall River, 88 School Street.  
 Cottle, Dorothy, Brookfield, 9 Howard Street.  
 Curley, Claire Elizabeth, Chestnut Hill, 122 Ward Street.  
 Cushing, Ida Frances, Duxbury, Park Street, R. F. D.  
 Devlin, Katharine Cecile, North Attleborough, 552 Mount Hope Street.  
 Diamond, Edna Frances, New Bedford, 101 Morgan Street.  
 DiPasqua, Philomena, Brockton, 28 Hamilton Street.  
 Drohan, Agnes Mary, Brockton, 527 Main Street.  
 Foley, Valerie Annette, Fall River, 20 Adams Street.  
 Grimshaw, Catherine Louise, New Bedford, 979 Pleasant Street.  
 Hanley, Bertha Fehr, Stoughton, 54 Park Street.  
 Hoag, Ruth, Woburn, 842 Main Street.  
 Holbrook, Mary Frances, Springfield, 33 McKnight Street.  
 Hudson, Doris Mae, Newburyport, 116 State Street.  
 Kent, Mary Louise, West Bridgewater, South Main Street.  
 Kratz, Christine Elizabeth, Attleboro, 621 North Main Street.  
 Kutz, Mary Frances, Canton, Randolph Street.  
 Leavitt, Doris Lurana, New Bedford, 99 Dartmouth Street.  
 Luddy, Grace Agnes, West Bridgewater, 220 Bedford Street.  
 Marsh, Alice Elizabeth, Dalton, 18 Centennial Avenue.  
 May, Margaret Erving, Andover, 40 Washington Avenue.  
 Peterson, Ethel Anna, Stoughton, 309 Seaver Street.

<sup>1</sup> Present part of first term.



Quirk, Mary Elizabeth, Haverhill, 12 Charles Street.  
 Ross, Lillian Beatrice, New Bedford, 245 Sawyer Street.  
 Shaw, Mildred Harrietta, Wrentham, Franklin Street.  
 Strand, Alice Beatrice Irene, Brockton, 13 Vesey Street.  
 Swanson, Ethel Matilda, Attleboro, 67 Deanville Street.  
 Wood, Mary Adeline, Middleborough, Plymouth Street.  
 Men, 12; Women, 41.

#### THIRD-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1925).

Balfé, John Joseph, Cambridge, 377 Norfolk Street.  
 Doran, Joseph Elbridge, Charlestown, 15 Chestnut Street.  
 Gibbs, Harold DeElva, Sagamore.  
 Morey, Richard Francis, East Bridgewater, 109 Bedford Street.  
 Tanner, Francis Arthur, Brockton, 47 Sycamore Street.  
 Bacon, Mary, Spencer, 36 Cherry Street.  
 Carter, Inez Mildred, Quincy, 1207 Sea Street.  
 Conner, Dorothy Beatrice, Rockland, 159 Union Street.  
 Dickinson, Alice Eldora,<sup>1</sup> Bridgewater, 83 Deane Street.  
 Ellis, Mildred Phipps, Brockton, 29 Huntington Street.  
 Ferguson, Jessie, Brockton, 53 Richmond Street.  
 Harvey, Eunice Rita, North Easton, North Main Street.  
 Holland, Lillian Mary, Bradford, 83 Haseltine Street.  
 Keenan, Grace Doris, Bridgewater, Main Street.  
 Kelleher, Margaret Denise, Brockton, 15 Moraine Street.  
 Kelleher, Una Margaret, Brockton, 156 Auburn Street.  
 Marshall, Isabella Agnes, Warren, 8 Hillside Avenue.  
 Murphy, Mary Dolores, Haverhill, 7 Macon Avenue.  
 O'Meara, Dorothy Marie, Atlantic, 10 Atlantic Street.  
 Rankin, Beatrice Josephine, Leominster, 40 Washington Street.  
 Rich, Hester Sherman, Bedford, 12 Hartford Street.  
 Schifino, Rose, Avon, 12 Main Street.  
 Veazie, Rosalind, Bridgewater, 180 Summer Street.  
 Wright, Winnifred Constance, Holyoke, 218 Franklin Street.  
 Men, 5; Women, 19.

#### FOURTH-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1924).

Goodwin, Henry Russell, Brookfield, 10 Lincoln Street.  
 Maclauchlan, Murray Gustavus,<sup>2</sup> State Farm, 59 Cook Street.  
 Read, Alden Winslow, Bridgewater, 1433 Vernon Street.  
 Annis, Harriette Ethel, Bridgewater, 131 Grove Street.  
 Bird, Margaret Andrews,<sup>3</sup> East Bridgewater, 89 Central Street.  
 Brady, Anna Morgan, New Bedford, 85 Chancery Street.  
 Buzzell, Enid Lucille, Bridgewater, Winthrop Avenue.  
 Dickinson, Sarah Louise,<sup>2</sup> Bridgewater, 83 Deane Street.  
 Fay, Gertrude Teresa, Lowell, 123 Third Street.  
 Gay, Helen Virginia, Woburn, 225 Washington Street.  
 Gilman, Jennie Berenice, North Abington, 1039 Washington Street.  
 Good, Anna Katherine, Randolph, 11 Fair View Avenue.  
 Harris, Myrtle Felsie, Brockton, 637 Crescent Street.  
 Hunt, Ruth Elizabeth, Bridgewater, 57 Spring Hill Avenue.  
 Kent, Marguerite Mary, West Bridgewater, South Main Street.  
 Men, 3; Women, 12.

<sup>1</sup> Present part of first term.

<sup>2</sup> Present first term.

<sup>3</sup> Present first and second terms.

## Summary.

	Men.	Women.	Totals.
Special students . . . . .	—	1	1
Department I:			
Class entering 1923 . . . . .	—	123	123
Class entering 1922 . . . . .	—	119	119
Department II:			
Class entering 1923 . . . . .	—	10	10
Class entering 1922 . . . . .	—	9	9
Class entering 1921 . . . . .	—	7	7
Department III:			
Class entering 1923 . . . . .	—	24	24
Class entering 1922 . . . . .	—	37	37
Class entering 1921 . . . . .	2	41	43
Department IV:			
Class entering 1923 . . . . .	17	45	62
Class entering 1922 . . . . .	12	41	53
Candidates for degree, 1925 . . . . .	5	19	24
Candidates for degree, 1924 . . . . .	3	12	15
Totals for the year . . . . .	39	488	527
Admitted this year . . . . .	20	205	225
Graduated, 1923 . . . . .	2	146	148
Number receiving certificates for special courses, 1923 . . . . .	—	—	—
Whole number admitted from the beginning . . . . .	1,554	7,158	8,712
Whole number of graduates . . . . .	966	4,854	5,820
Whole number receiving certificates for special courses . . . . .	40	246	286
Number enrolled in training school, 1923-24 . . . . .	—	—	452







